Mass. Dept. of Education.
Annual report 1966,
pt. 1

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1966, pt. 1

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THE COMMONWEALTH OF MASSACHUSETTS

ANNUAL REPORT
OF THE
Mass DEPARTMENT OF EDUCATION
YEAR ENDING JUNE 30, 1966

ISSUED IN ACCORDANCE WITH SECTION 2 OF CHAPTER 69
OF THE GENERAL LAWS

PART I

VOLUME 130

1-19-27

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ANNUAL REPORT OF THE DEPARTMENT OF EDUCATION

PART I

Year Ending June 30, 1966

REPORT OF THE BOARD OF EDUCATION

1965-1966

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Vocational Education

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EDUCATIONAL DIRECTORY

DEPARTMENT OF EDUCATION

182 Tremont Street, Boston 02111

BOARD OF EDUCATION

Term Expires	
1969	William G. Saltonstall, Chairman, 111 Allens Point Road, East Marion
1970	Mrs. Rae Cecilia Kipp, Vice-Chairman, 517 Massachusetts Avenue, Lexington
1967	William H. Gassett, 105 Alstead Street, North Quincy
1967	William A. Selke, Meetinghouse, Stockbridge
1968	Matthew Stepanski, 35 Chadwick Street, Worcester
1968	Joseph G. Weisberg, 39 Chatham Street, Brookline
1969	Allan R. Finlay, 69 Lincoln Road, Wayland
1970	Joseph Salerno, 73 Tremont Street, Boston
1971	John S. Sullivan, 50 Sunset Rock Road, Andover
1971	Richard L. Banks, 279 Walnut Avenue, Roxbury
1971	Mrs. Dorothy Robinson, 72 Crescent Road, Longmeadow

Ex Officio - Commissioner of Education, Owen B. Kiernan, Secretary

Ex Officio - _______________, Chancellor of the Board of Higher Education

BOARD OF HIGHER EDUCATION

Term Expires	
1971	Winthrop S. Dakin, Chairman, 650 East Pleasant Street, Amherst
1969	Bernard J. O'Keefe, Vice-Chairman, 39 Ridge Avenue, Natick
1967	Mrs. Esther S. Yntema, 92 Brattle Street, Cambridge
1968	Daniel C. Rich, 3 Tuckerman Street, Worcester
1970	Gene P. Grillo, 6 South Maple Avenue, Bradford
1970	Mrs. Frieda S. Ullian, 35 Dolphin Road, Newton Centre
1971	Patrick J. King, 32 Bigelow Street, Brighton

Ex Officiis Members

Term Expires	
1967	Joseph P. Healey, 14 Winchester Road, Arlington Representing University of Massachusetts
1967	Wilbur Bender, 100 Franklin Street, Boston Representing State Colleges
1967	Theodore Chase, 53 State Street, Boston Representing Community Colleges
1967	Joseph F. Donahue, Jr., 21 George Street, Lowell Representing Lowell Technological Institute

Advisory Commission to the Board of Higher Education

Commissioner of Education, Owen B. Kiernan
President John W. Lederle, University of Massachusetts
President Martin J. Lydon, Lowell Technological Institute
President Joseph L. Driscoll, Southeastern Massachusetts Technological Institute
President William G. Dwyer, Massachusetts Board of Regional Community Colleges
President Daniel H. O'Leary, State College, Lowell
William E. Park, President, Simmons College, Boston
______________, Director of Research of the Advisory Council on Education

BOARD OF TRUSTEES OF STATE COLLEGES

Term Expires	
1968	Kenneth R. Fox, Acting Chairman, 8 Oakmount Circle, Lexington
1967	Stuart Macmillan, 15 State Street, Boston
1967	Mrs. Esther Weltman, 125 Ellington Street, Longmeadow
1968	Robert J. Prochaska, Box 57, Glendale
1969	William E. Aubuchon, Jr., 22 Atlantic Avenue, Fitchburg
1969	Thomas D. O'Connor II, 238 Main Street, Cambridge
1970	Joseph F. Alibrandi, 567 Lowell Street, Lexington
1970	Mrs. Marion N. Chandler, 74 Lawson Road, Winchester
1971	Wilbur J. Bender, 32 Highland Street, Cambridge
1971	Paul M. Fye, 21 Challenger Drive, Woods Hole
1971	Mrs. Margaret Spengler, 180 Jason Street, Arlington

Advisory Commission to the Board of Trustees of State Colleges

Term Expires	
1967	President Frederick A. Meier, State College, Salem
1967	President Leonard J. Savignano, State College, Westfield
1967	President James J. Hammond, State College, Fitchburg
1971	Clarence Q. Berger, 529 Ward Street, Newton Dean, Brandeis University, Waltham
1971	Charles A. Pinderhughes, 70 Brookledge Street, Roxbury Veterans Administration Hospital, South Huntington Avenue, Boston

ADVISORY COUNCIL ON EDUCATION

Term Expires	
1966	Norman S. Rabb, Chairman, 129 Valentine Street, West Newton
1967	Hazen H. Ayer, 69 Yale Street, Winchester
1967	Walter J. Ryan, 39 Edwin Street, Dorchester
1968	Philip C. Beals, Southborough
1968	Mrs. Shirley Lewis, 140 Davenport Terrace, Taunton
1969	Paul Parks, 39 Hutchings Street, Dorchester
1969	John Sprague, Laurie Drive, Williamstown
1970	Miss Nina E. Scarito, 9 Houston Avenue, Methuen
1970	Mrs. Lucy W. Benson, 46 Sunset Avenue, Amherst

Administrative Staff

Owen B. Kiernan, Commissioner of Education

Thomas J. Curtin, Deputy Commissioner of Education
Philip G. Cashman, Assistant Commissioner of Education
Edward M. Gilpatrick, Business Agent
Gerald F. Lambert, Coordinator, Federally-Aided Educational Program
Frank W. Callahan, Assistant Business Agent
William J. Wallace, Senior Attorney
Helen A. Smith, Supervisor of Personnel
John J. Callahan, Jr., Supervisor in Education
James E. Burke, Agent, Board of Collegiate Authority
B. Anne Thomas, Education Information Officer
Katherine F. Murphy, Secretary to the Commissioner
Mary E. McKay, Assistant Secretary, Board of Education, and Secretary, Board of Collegiate Authority
Mary L. Sullivan, Administrative Assistant

DIVISIONS AND OFFICES OF THE DEPARTMENT

Division of Elementary and Secondary Education

Everett G. Thistle, Director
Joseph E. Killory, Assistant Director

Joseph E. Bastable, Senior Supervisor, Guidance, Counseling and Testing
Warren E. Benson, Senior Supervisor, Guidance and Placement
John A. Calabro, Senior Supervisor, English
Ralph H. Colson, Senior Supervisor, Health, Physical and Safety Education
Margaret L. Droney, Senior Supervisor, Reading
Francis J. Farrenkopf, Senior Supervisor, Guidance, Counseling and Testing
Ernest A. Frechette, Senior Supervisor, Modern Foreign Languages
Arnold F. Lanni, Senior Supervisor, History
John P. Neal, Senior Supervisor, Geography
Thomas P. O'Connor, Senior Supervisor, Science
John W. Packard, Senior Supervisor, Science
James R. Powers, Senior Supervisor, Modern Foreign Languages
Stewart S. Sargent, Senior Supervisor, Science
John T. Schomer, Jr., Senior Supervisor, Elementary Education
Frederick A. Small, Senior Supervisor, Compensatory Services
William G. Vassar, Senior Supervisor, Academically Talented
Richard P. Charlton, Supervisor, Compansatory Services
Raymond L. Gehling, Jr., Supervisor, Conservation Education
John A. Geovanis, Supervisor, Secondary Education
William Hewson, Supervisor, Guidance, Counseling and Testing
William F. Kelly, Supervisor, Elementary Education
Robert M. Lacey, Supervisor, Music
Lawrence W. Latour, Supervisor, Geography
Frank J. Luciano, Jr., Supervisor, Reading
Robert L. Manning, Supervisor, Business and Office Education
Ernest J. Mazzone, Supervisor, Modern Foreign Languages
Terrence P. O'Donnell, Supervisor, History
Thomas F. Williams, Supervisor, Mathematics
Anthony J. Zarella, Supervisor, Guidance, Counseling and Testing
Nicole Tessier, Specialist in Foreign Languages, Hayes-Fulbright Exchange Program
Lawrence A. Ovian, Senior Supervisor, Secondary Education, leave of absence through June 10, 1966
Jesse O. Richardson, Senior Supervisor, Science and Mathematics, detached service as Director of Computer Mathematics Project

Division of Vocational Education

Walter J. Markham, Director

John F. Shea, Assistant Director

James L. Burke, Senior Supervisor, Industrial Schools for Boys and Men
Thomas M. Burke, Senior Supervisor, Vocational Art Education in Industry
Francis J. Lombard, Senior Supervisor, Vocational Administration
William J. McConnell, Senior Supervisor, Industrial Schools for Boys and Public Service Training
John P. Morine, Senior Supervisor, Occupational Information and Vocational Guidance
Robert F. Nolan, Senior Supervisor, Surplus Property Distribution
Jesse A. Taft, Senior Supervisor, Agricultural Schools and Departments
Grace L. Nangle, R. N., Senior Supervisor, Practical Nurse Education
Garrett T. Barry, Senior Supervisor, Private Trade Schools
Anthony V. Cipriano, Senior Supervisor, Manpower Development and Training
John Connolly, Senior Supervisor, Manpower Development and Training
Joseph Barbero, Jr., Supervisor, Manpower Development and Training
William P. Boland, Supervisor, Industrial Schools for Boys and Men
William J. Butler, Supervisor, Manpower Development and Training
Matthew E. Cardoza, Supervisor, Vocational Administration
.... , Supervisor, Industrial Schools, Household Arts Schools and Departments for Girls and Women
. . . . , Supervisor, Industrial Schools for Boys and Men
John W. Fitzgerald, Supervisor, Industrial Schools for Boys and Men
G. Joseph Gribowski, Supervisor, Agricultural Schools and Departments (University of Massachusetts)
Alfred F. Hoyle, Supervisor, Industrial Schools for Boys and Men
.... , Supervisor, Teacher Training, Adult Homemaking and Craft Education
Theodore A. Janiak, Supervisor, Vocational Administration
Helen J. McClintock, Supervisor, Adult Homemaking and Craft Education
Mary I. McKay, Supervisor, Distributive Education
.... , Supervisor, Adult Distributive Education
Agnes M. O'Neill, Supervisor, Household Arts (Framingham State College)
Raphaela A. Picucci, Supervisor, Practical Nurse Education
.... , Supervisor, Manpower Development and Training
Ruth M. Shea, Supervisor, Industrial Schools, Household Arts Schools and Departments
.... , Part-time Assistant Supervisor, Agricultural Schools and Departments (University of Massachusetts)

In-Service Training for Veterans

James E. Burke, Agent, Board of Collegiate Authority, and Senior Supervisor, Veterans' Training
.... , Supervisor, Veterans' Training

Division of University Extension

Otto Kiessling, Acting Director

Walter F. Reavey, Senior Supervisor in Education
Carroll F. Towey, Senior Supervisor in Education
Richard W. Clayton, Jr., Supervisor in Education
John F. Dulligan, Supervisor in Education
Thomas S. Hutcheson, Supervisor in Education
Robert L. McGrew, Supervisor in Education
Harold F. McNulty, Supervisor in Education
Leo F. A. Murphy, Supervisor in Education
Mary K. Prendergast, Supervisor in Education
Paul O. Reilly, Supervisor in Education
Carlo A. Simeoli, Supervisor in Education
Edward T. Sullivan, Supervisor in Education
Kelsey B. Sweatt, Supervisor in Education, and Co-ordinator, Audio Visual Services
Robert B. Wentworth, Supervisor in Education
.... , Supervisor in Education
William A. Goudey, Jr., Assistant Supervisor in Education
Harold V. McAuliffe, Assistant Supervisor in Education
Melville H. Rood, Jr., Assistant Supervisor in Education
Spencer D. Eddy, Organizing Extension Instructor
Patricia Hollander, Organizing Extension Instructor
Gabriel B. Passero, Organizing Extension Instructor
Joyce A. Tully, Organizing Extension Instructor
Joseph P. Dube, University Extension Instructor
Pamela A. Halewood, University Extension Instructor
Christine S. Hatch, University Extension Instructor
Sandra J. Schwartz, University Extension Instructor

Division of Special Education

William A. Philbrick, Jr., Director

Thomas E. Browne, Supervisor, Emotionally Disturbed Children
Helen I. Church, Supervisor, Physically Handicapped Children
Anthony V. DeLeo, Supervisor, Mentally Retarded Children, Bridgewater State College
Herbert A. Drew, Supervisor, Mentally Retarded Children, Worcester State College
Catherine G. Fitzgerald, Supervisor, Mentally Retarded Children, Springfield
William F. Frary, Supervisor, Guidance, Placement, and Follow-up of Retarded Children
Marjorie J. Frye, Supervisor, Blind and Partially Seeing Children
John H. Gray, Supervisor, Mentally Retarded Children, Worcester State College
Wilma A. Hull, Assistant Supervisor, Blind and Partially Seeing Children
Marianne C. McKeon, Supervisor, Deaf Children
John F. Murphy, Supervisor, Speech Handicapped, Hard of Hearing, and Aphasic Children
William J. O'Brien, Supervisor, Mentally Retarded Children
Nicholas J. Wells, Senior Supervisor, Mentally Retarded Children

Division of Civic Education

Margaret M. Gearan, Director

Lawrence M. Bongiovanni, Senior Supervisor in Education (Civics)
Rita J. DeLeo, Senior Supervisor in Adult Basic Education
Rene J. Bouchard, Jr., Supervisor in Civic Education
Carl Fuller, Supervisor in Education

Division of Teacher Certification and Placement

John P. McGrail, Director

David L. Fitzpatrick, Senior Supervisor in Education

Division of Research and Statistics

Raymond S. Dower, Jr., Director

John Torosian, Senior Supervisor in Education
Frank H. Livak, Senior Supervisor in Education
William J. Crowley, Supervisor in Education
Henry P. Derouin, Supervisor in Education
Glenn A. Myers, Supervisor in Education
Thomas P. Lenane, Assistant Supervisor in Education

Division of Library Extension

648 Beacon Street, Boston 02215
536-4030

Board of Library Commissioners

Term Expires	
1968	Richard J. Sullivan, Chairman, Reading
1969	Mrs. Lydia Goodhue, Secretary, Wellesley
1966	George D. Blackwood, Arlington
1968	Mrs. Amy Bess Miller, Pittsfield
1970	James F. Francis, New Bedford

V. Genevieve Galick, Director
Alice M. Cahill, Assistant Director

M. Elizabeth Flynn, Senior Supervisor of Public Library Development
Catherine R. McCarthy, Supervisor of Field Services
William T. Casey, Supervisor of Field Services
Charles W. Adams, Supervisor of School Libraries
Helen H. Tedford, Chief of Book Services

Mary M. Burgarella, Supervisor of Public Library Development
Dina G. Malgeri, Administrative Library Assistant
.... , Supervisor of Field Services
.... , Supervisor of Field Services
.... , Supervisor of Field Services
.... , Supervisor of Field Services

Office of School Lunch Programs

600 Washington Street, Boston 02111
542-8890

John C. Stalker, Director
Thomas B. Donoghue, Assistant Director

..............., Supervisor in Education
Frances R. Cullen, Assistant Supervisor
James J. McGrath, Supervisor in Accounting
Michael J. Rolli, Supervisor of Distribution
Joseph J. Bunevith, Field Agent in Accounting
Joseph A. Cella, Field Agent in Accounting
Robert R. Cleary, Field Agent in Accounting
Bruno Maule, Field Agent in Accounting
Angelo A. Sbardella, Field Agent in Accounting
Marjorie E. Cowles, Field Representative in Nutrition
Louise Frederick, Field Representative in Nutrition
Ruth H. Tabor, Field Representative in Nutrition
J. Bernice Bourell, Field Representative in Nutrition

Division of Immigration and Americanization

73 Tremont Street, Room 208, Boston 02108
227-0718

MEMBERS OF THE BOARD

Term Expires	
1966	Gemma Valenti, Chairman, Medford
1965	Bernard Harmon, Brookline
1965	Carol Offenbach, Melrose
1966	Robert E. Patenaude, North Adams
1967	Mary E. Twomey, Belmont
1967	Eleanor Davoren, Milford

Teofilia K. Tattan, Supervisor of Social Service

Social Workers

Carolyn D. Jackym
Bryna Lansky
Marjorie S. Reynolds
Guy A. Scutell

District Immigration Agents

Andrew W. Ansara, Lawrence
Daniel J. Donahue, Fall River
John A. McInnes, Springfield
Edmund B. Meduski, Worcester

Division of the Blind

14 Court Square, Boston 02108
523-0200

ADVISORY BOARD

Term Expires	
1967	Gregory Khachadoorian, Chairman, Arlington
1965	George Alevizos, Boston
1966	Edward J. Waterhouse, Watertown
1969	Dace Moore, Braintree
1969	Nathan L. Shapiro, Randolph

John F. Mungovan, Director

Frederick D. Greehan, Supervisor, Vocational Rehabilitation
George T. Curtin, Supervisor, Individual Services
Michael L. Sullivan, Supervisor of Research
Mary E. McLaughlin, Supervisor, Children's Services
Ethel M. Frederick, Supervisor, Aid to the Blind
Edward F. Durgin, Supervisor of Industries
Christine A. McLaughlin, Supervisor, Medical Care
Thomas G. O'Donnell, Supervisor in-Service Training
Mary Fay Callero, Supervisor, Home Teaching

School Building Assistance Commission

88 Broad Street, Room 618, Boston 02110
426-8863

Ex Officio, Owen B. Kiernan, Commissioner of Education

Term Expires	
1971	Arthur F. Eldridge, Chairman, Shelburne Falls
1971	Gabriel L. DiBattista, Milford
1971	John E. Deady, Dorchester
1971	Harold Holmquist, Boylston
1971	Albert B. Humphrey, Great Barrington
1971	E. Davis Woodbury, Milton

Simeon J. Domas, Administrator

Teachers' Retirement Board

88 Broad Street, Boston 02110
426-5497

MEMBERS OF THE BOARD

Ex Officio, Owen B. Kiernan, Chairman

Term Expires	
1966	Raymon W. Eldridge, Brookline
1967	Helen N. Theinert, Springfield

Joseph B. Carroll, Executive Secretary

Division of Youth Service

14 Somerset Street, Boston 02108
727-2733

YOUTH SERVICE BOARD

Term Expires	
1970	John D. Coughlan, Director of Division and Chairman of the Youth Service Board, Melrose
	Laura C. Stromdahl, Assistant to the Director
1965	Cecelia McGovern Field, Chestnut Hill
1971	Joseph W. Zabriskie

ADVISORY COMMITTEE ON SERVICE TO YOUTH

Term Expires	
1970	Elsa Siipola, Vice-Chairman, Northampton
1966	Edgar Grossman, Newton
1966	John R. Mullen, Wollaston
1966	Reverend William H. Roche, Boston
1966	
1968	Fred S. Fahey, Dalton
1968	James R. Goonan, Kingston
1968	Frank Walters, Watertown
1968	
1970	Francis R. Carroll, Worcester
1970	Elaine A. Dray, Deerfield
1970	William W. Francis, Boston
1970	John D. O'Connor, Westfield
1970	James H. Quirk, Yarmouth
1970	Alberta Roosa Turner, Boston

School	Superintendent
Industrial School for Girls	Elizabeth Van Waters, Lancaster
Industrial School for Boys	John Hastings, Shirley
Lyman School for Boys	Francis Ordway, Westborough
Reception-Detention Center for Girls	Beatrice M. Ingenere, 105 South Huntington Ave., Boston
Institute for Juvenile Guidance	John Ball, South Bridgewater
Judge John J. Connelly Youth Center	Francis H. Maloney, Jr., 450 Canterbury Street, Boston
Residential Treatment Unit	Patrick F. Creeden, Oakdale
Westfield Detention Center	Edward Coyne
Worcester Detention Center	Paul T. Leahy
Stephen L. French Youth Forestry Camp	William MacDonald, East Brewster

Executive Committee for Educational Television

Term Expires	
1969	William M. Powers, Chairman, Superintendent of Schools, Needham
1966	John B. Chaffee, Superintendent of Schools, Wellesley
1966	Robert D. Russell, Superintendent of Schools, Longmeadow
1966	W. Gordan Swan, Chairman of the School Committee, Milton
1967	Thomas J. Curtin, Deputy Commissioner of Education, Commonwealth of Massachusetts
1967	Hart Fessenden, Headmaster, Fessenden School, Newton
1967	Horace W. Hewlett, Secretary, Amherst College, Amherst
1968	William J. Cunningham, Assistant Superintendent of Schools, Boston
1968	Rt. Rev. Monsignor Albert W. Low, Superintendent of Schools, Archdiocese of Boston
1968	William F. Young, Superintendent of Schools, Braintree
1969	Norman Harris, Education Director, Museum of Science, Boston
1969	Robert J. McCartney, University of Massachusetts

Lauriston Ward, Jr., Executive Director of the 21 Inch Classroom

Mary Anne Jackson, Assistant Director of the 21 Inch Classroom

Nancy Taylor, Field Supervisor

30 Franklin Street, Boston 02110
542-2414

Board of Educational Assistance

Ex Officio, Owen B. Kiernan, Commissioner of Education

Ex Officio, John W. Lederle, President of the University of Massachusetts, Amherst

Ex Officio, Helge Holst, President, Massachusetts Higher Education Assistance Corporation, Boston

Ex Officio, Daniel H. O'Leary, Chairman, Lowell

Term Expires	
1966	Salvatore Camelio, Boston
1966	J. Henry Goguen, Leominster
1966	Harry Olins, Boston
1967	Andrew J. Torrielli, Belmont
1968	Harold C. Case, Boston
1968	Reverend Vincent McQuade, Andover
1969	Charles C. Johnson, Bedford

Conrad L. Kohler, Executive Secretary

Medical, Dental, and Nursing Scholarship Board

Term Expires	
1966	Raymond P. Harold, Chairman, Worcester
1966	George A. Michael, D. Sc., Secretary, Boston
1965	Sante Caldarola, M. D., Springfield
1965	Ivor P. Muzzy, D. M. D., Orange
1966	Rose P. Lynch, Concord
1966	Eleanor A. Gaffney, Jamaica Plain
1967	Hyman Duby, M. D., Plymouth
1968	Sister Miriam Regina, S. P., Worcester

Division of State Colleges

50 Franklin Street, Boston 02110
542-2970

Stuart Macmillan, Chairman, Boston
William E. Park, Boston, Vice-Chairman
Alexander Brin, Boston
Leo C. Donahue, Somerville
Philip Driscoll, Waltham
James R. Killian, Jr., Cambridge

Division of State Colleges
(Continued)

Thomas D. O'Connor, Hingham
Abram L. Sachar, Waltham
Joseph Salerno, Boston

Ex Officio, Owen B. Kiernan, Commissioner of Education
Ex Officio, William F. Looney, President, State College, Boston

(BOARD OF TRUSTEES OF STATE COLLEGES)

John Gillespie, Director
Francis X. Guindon, Assistant Director

State College	President	
Boston	William F. Looney	566-4545
Bridgewater	Adrian Rondileau	697-6161
Fitchburg	James J. Hammond	343-6417
Framingham	D. Justin McCarthy	872-3501
Lowell	Daniel H. O'Leary	458-6851
North Adams	Eugene L. Freel	663-6582
Salem	Frederick A. Meier	745-0556
Westfield	Leonard J. Savignano	562-9906
Worcester	Eugene A. Sullivan	756-5121
Massachusetts College of Art	Robert L. Bertolli	734-2310
Massachusetts Maritime Academy	A. Sanford Limouze	759-5731

Southeastern Massachusetts Technological Institute

(NORTH DARTMOUTH)
997-9321
TRUSTEES

Term Expires	
1966	Joseph M. Souza, Chairman, New Bedford
1965	Albert G. Hamel, Vice-Chairman, New Bedford
1965	William F. Carney, Secretary, North Dartmouth
1966	Robert J. Nagle, Treasurer, Fall River
1965	George E. Carignan, New Bedford
1965	Joseph Dawson, Jr., South Dartmouth
1965	Paul O. LaBelle, Jr., North Dartmouth
1966	Arthur E. Fitzgerald, Lexington
1966	William F. Long, Jr., Fall River
1966	Lydia B. Nunes, New Bedford
1967	Philip J. Assiran, Taunton
1967	Robert W. Nelson, Attleboro
1967	James Pilkington, Westport
1967	Ralph A. Roberts, Fall River
1967	Sherwood J. Tarlow, Newton

Joseph L. Driscoll, President

Lowell Technological Institute of Massachusetts

454-7811

TRUSTEES

Ex Officio, Her Honor, Ellen A. Sampson, Mayor

Ex Officio, Owen B. Kiernan, Commissioner of Education

Term Expires	
1966	Samuel Pinanski, Chairman, Brookline
1967	John J. Delmore, Vice-Chairman, Lowell
1965	Thomas T. Clark, Andover
1965	Harold W. Leitch, Andover
1965	Francis P. Madden, Winthrop
1965	Timothy F. Meehan, Lowell
1965	Irene K. Mitchell, Dracut
1966	Alvan R. Benjamin, Boston
1966	Israel Cohen, Newton
1966	James T. Curtis, Lowell
1966	Sigmund A. Wesolowski, Shirley
1967	Joseph A. DeNambro, Chestnut Hill
1967	Joseph P. Donahue, Jr., Lowell
1967	Lawrence R. Laughlin, Chelmsford
1967	Anne D. Minahan, Lawrence

Martin J. Lydon, President

University of Massachusetts, Amherst

545-0111

TRUSTEES

Ex Officio, His Excellency, John A. Volpe, Governor
Ex Officio, Owen B. Kiernan, Commissioner of Education
Ex Officio, Charles H. McNamara, Commissioner of Agriculture
Ex Officio, Alfred L. Frechette, M. D., Commissioner of Public Health
Ex Officio, Harry C. Solomon, M. D., Commissioner of Mental Health
Ex Officio, John W. Lederle, President of the University

Term Expires	
1966	Dennis M. Crowley, Boston
1966	Martin Sweig, Winthrop
1967	Frank L. Boyden, Deerfield
1967	George L. Pumphret, Dorchester
1968	Harry Dunlap Brown, North Chatham
1968	John W. Haigis, Jr., Greenfield
1969	Most Reverend Christopher J. Weldon, Springfield

University of Massachusetts, Amherst
(Continued)

Term Expires	
1969	Fred C. Emerson, Agawam
1969	Edmund J. Croce, Worcester
1969	Hugh Thompson, Milton
1969	Calvin H. Plimpton, Amherst
1970	Joseph P. Healey, Arlington
1970	Frederick S. Troy, Boston
1971	Robert D. Gordon, Lincoln
1971	Louis M. Lyons, Cambridge
1972	Caroline Rowland, Boston
1972	John J. Maginnis, Worcester

OFFICERS OF THE TRUSTEES

His Excellency, John A. Volpe, President
Frank L. Boyden, Chairman, Deerfield
Robert J. McCartney, Secretary, Amherst
Kenneth W. Johnson, Treasurer, Amherst

John W. Lederle, President

Board of Regional Community Colleges

Ex Officio, Owen B. Kiernan, Commissioner of Education
Ex Officio, Joseph L. Driscoll, President, Southeastern Massachusetts Technological Institute
Ex Officio, D. Justin McCarthy, President, State College at Framingham
Ex Officio, John W. Lederle, President, University of Massachusetts

Term Expires	
1970	Kermit C. Morrissey, Chairman, Norwood
1965	Daniel England, Jr., Pittsfield
1966	George D. Blackwood, Arlington
1966	Reverend Raymond Swords, S. J., Worcester
1967	Margaret P. Bainbridge, Watertown
1968	William J. Dean, Holyoke
1968	
1969	Theodore Chase, Dover
1969	
1970	Henry Foley, Jamaica Plain
1970	Roger L. Putnam, Sr., Petersham

William G. Dwyer, President
John V. Costello, Executive Director

727-2876

Regional Community Colleges

Berkshire Community College, Pittsfield
Thomas E. O'Connell, President
443-4446

Cape Cod Community College, Hyannis
E. Carleton Nickerson, President
775-1582

Greenfield Community College, Greenfield
Lewis O. Turner, President
774-4378

Holyoke Community College, Holyoke
George E. Frost, President
536-1624

Massachusetts Bay Community College, Boston
John F. McKenzie, President
262-1300

Mount Wachusett Community College, Gardner
Arthur F. Haley, President
632-1280

Northern Essex Community College, Haverhill
Harold Bentley, President
372-8501

North Shore Community College, Beverly
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927-2123

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ANNUAL REPORT

BOARD OF EDUCATION
and
COMMISSIONER OF EDUCATION

NOVEMBER 15, 1966

COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION

ANNUAL REPORT
of
THE BOARD OF EDUCATION
and
THE COMMISSIONER OF EDUCATION

NOVEMBER 15, 1966

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Publication No. 270 approved by Alfred C. Holland, *State Purchasing Agent.*

Commonwealth of Massachusetts Department of Education

ANNUAL REPORT
of the
BOARD OF EDUCATION

The Board of Education is responsible for the formulation of educational policies as they affect the elementary and secondary schools of the Commonwealth. The Commissioner and the Department are responsible for implementing these policies. The former is a group of laymen who have been meeting twice a month to consider broad, general questions. The latter is a group of professionals who devote their full time to the specific and detailed improvement of the schools.

In its first eight months the present Board has given priority to the following moves:

1. Strengthening the Department by the appointments of highly qualified Associate and Assistant Commissioners.
2. Mandating minimum daily and yearly schedules for all schools.
3. Seeking compliance on the part of all communities in the Commonwealth with the Racial Imbalance Law.
4. Informing the public of the plans and needs of the Department.
5. Considering the critical need for fiscal autonomy for the Department.
6. Seeking to cooperate with the Board of Higher Education and the Advisory Council in promoting better education at all levels.
7. Consulting with the Governor and with members of the Legislature on ways and means of providing every Massachusetts boy and girl with an even better opportunity to learn and mature.

Horace Mann, elected the first Secretary of the Board of Education in 1837, once said:

"Education, beyond all other devices of human origin, is the great equalizer of the conditions of men—the balance wheel of the social machinery. For the creation of wealth, a wealthy people or a wealthy nation, intelligence is the grand condition." His comment is as true now as it was a century and a quarter ago.

It is for this reason that the Board of Education subscribes wholeheartedly to the idea that the improvement of schools is the Commonwealth's primary public business. I commend to your reading the detailed reports which follow concerning the stewardship of the Commissioner of Education and the several officers of the Department.

Wm G. Saltonstall

William G. Saltonstall, Chairman
State Board of Education

Commonwealth of Massachusetts Department of Education

ANNUAL REPORT
of the
COMMISSIONER OF EDUCATION

In the 1965 Annual Report three historical segments were described concerning the activities of the Commonwealth's Board of Education, viz., the period from the Board's establishment in 1837 to 1919, from that year to the 1947 reorganization, and the current period which has just terminated. The passage of Chapter 572 of the Acts of 1965 marked the end of another era and the beginning of what will constitute a fourth distinct period in our history of education. The report closed with a deserved tribute to those outgoing members who had given so generously of their time and talents. As we begin anew, it is appropriate to comment on the dedicated and efficient manner in which eleven new members have faced the major issues and challenges before us.

During the transitional period, inevitably there must be a blending of objectives and programs and Board identities may become somewhat blurred. These devoted men and women, however, seek no credit for achievements of even the highest order but rather share the continuing goal of maintaining quality education for the children, youth and adults of this great Commonwealth. Several of the following projects were initiated by one Board and strengthened or brought to fruition by the other. Merely for the purpose of historical reference in the Department's 129 years of official existence, the change of command took place on January 25, 1966.

ONGOING PROGRAMS

The long range plan to establish regional centers in strategic locations throughout the state is beginning to take shape. During the year arrangements were completed to open the first two in Pittsfield and Worcester. Initial funding of the projects was received from the U. S. Office of Education under Title V of the Elementary and Secondary Education Act of 1965 (P.L. 89-10). State monies, of course,

will be needed for program extensions. In all, six centers are being planned and we are encouraged by the widespread support by professionals and laymen concerning the pilot projects. The effectiveness of the Department's efforts to improve instruction should be enhanced manifold.

During the year there has been no dimunition of effort concerning a number of other significant projects. Among these, CAM (*Computer Assisted Mathematics*) continues to hold much promise. It will be recalled that the Department led the nation in introducing a system of teaching mathematics by means of a time-shared computer system. This experimentation is resulting in benefits not only to the students and faculties of the six participating school systems, but to the entire educational community. With additional grants it is our hope to include a number of other schools during the second year of operation.

A parallel curriculum study materialized as a result of the Department's proximity to the National Aeronautics and Space Administration Center in Cambridge. Following preliminary discussions with NASA officials, the first contract of its kind was signed on October 1, 1965. It calls for the Department to produce space-oriented curriculum resource guides for use in all grades. Twelve knowledgeable citizens have agreed to serve on an Advisory Committee and an equal number of educators and scientists are members of a Working Committee which will carry out study and research functions in the production of effective guides. The exploration of this new and meaningful frontier has powerful implications for our entire system of education and we look forward to the development of a prototype which can serve sister states and the nation as a whole.

Another frontier which excites the imagination of students and teachers is the current attempt to learn more about the oceans. For centuries our knowledge has been limited to the surface or the top few hundred feet of the waters which cover over 70% of the earth. Today, national security dictates appropriate control of the seas, and continuing prosperity in an age of population explosions demands that we look to the sea for food and economic resources. As was the case with the NASA project, we sought and received professional help from another neighbor. This time the world renowned Woods Hole Oceanographic Institution agreed to enter into partnership with us. With financial support from the Link Foundation, a preliminary conference was held on May 20 and 21 for prominent oceanographers, scientists, and educators. One unanimously supported conclusion involved the immediate inclusion of meaningful courses in the earth sciences, not only at the secondary school level but in the elementary schools as well. The proceedings and recommendations are to be published and distributed widely by the U. S. Office of Education. Among the recommendations will be the convening of a larger national meeting to develop teaching units and materials which will take full advantage of this fast growing field

of knowledge. Here again, is evidence of the Commonwealth's leadership in the total spectrum of education and its allied fields.

A PLAN FOR CURRICULUM INNOVATION

The above described projects represent a fraction of the Department's overall attempt to improve quality in nearly 400 of the state's school systems. No other agency is in such a strategic leadership position. Yet, the effort never has been underwritten adequately, nor have we been staffed properly to perform this function. Department personnel, including the Commissioner, must undertake such assignments on a marginal-time basis. Although this observation has been made previously, it is encouraging to note that the so-called Willis Commission was not unmindful of the need for planned change. In regard to innovation the report included the following statement:

> *It is supremely important for every local school to make its own decisions on the substance of curriculum changes. It is supremely important for every local school to make such decisions freely and with full information. Since the State Department is desperately short of the resources it needs to bring full information about curriculum innovations to local schools, far too many local schools are limited in deciding what to teach and how. Many teachers and administrators are far too busy to keep up with educational developments; even those who find time to read about them may not have a chance to see them in action. In fact many local people depend on textbook salesmen for much information about the wider world of educational change. While such sources of information are clearly to be preferred to none at all, their commercial biases are inescapable and their fullness questionable. An orderly, disinterested, comprehensive, and permanent flow of educational information to schools is essential. It should come from the State Department of Education.*

This past year another study resulted in similar conclusions being drawn. Specific reference is made to a report which was initiated by the Governor and involved the assignment of Task Forces made up of distinguished business leaders to the several major departments in state government. Messrs. Edgar J. Moor and Robert Saltonstall who made up the Task Force on Education presented solid evidence in support of the Department's plea for the elimination of the indefensible lag in disseminating information concerning promising educational practices. To answer the *"how"* question, Mr. Saltonstall was instrumental in authorizing a small grant for such a purpose from the Boston Safe Deposit and Trust Company. A visiting professor at Harvard, Dr. Richard O. Carlson of the University of Oregon's Center for the Advanced Study of Educational Administration, collaborated with the Commissioner in the conduct of this research project. At year's end the report was being readied for publication under the title *"A Plan For Curriculum Innovation In Massachusetts."*

No attempt will be made in this report to present details of the plan. In summary, however, it should be pointed out that the dissemination system to be effective must encompass five functions; viz., (1) search, (2) selection, (3) evaluation, (4) dissemination, and (5) demonstration. Because of the complexity of this operation to say nothing of the low priority it is bound to receive on a marginal time basis, we recommend the establishment of a separate bureau. It would carry the title "Bureau of Curriculum Innovation"and be placed in the Division of Curriculum and Instruction. In this fashion a director and staff could concentrate their full-time energies on promising new solutions to pressing educational problems. In partnership with other responsible divisions and bureaus within the Department, school systems would be guided from the early stages of interest through the evaluation and trial stages to ultimate adoption. Substantial dividends would be returned to the Commonwealth and its school systems.

LEGISLATION

Because of the volume of legislative enactments, it is not practical to list each and every Act and Resolve pertaining to education. Over the years, the Commissioner has selected those of greatest impact and presented a summary listing. Occasionally, action by the General Court is of such significance as to warrant separate treatment. This year three are so categorized, viz., Chapters 641 (Racial Imbalance Law) and 763 (Collective Bargaining Law) of the Acts of 1965, and Chapter 14 (Sales Tax) of the Acts of 1966. Because of the importance of the first named and the amount of Board time devoted to its implementation, comment will be reserved for another section of this Annual Report.

Chapter 763 represents another "first" in the Commonwealth's history of education. Although collective bargaining has long been associated with the nation's major industries, this legislation is made novel by the inclusion of school committees and school personnel. The Act mandates collective bargaining agents under regulations prescribed by the State Labor Relations Commission. One of the most important features of the new law involves a situation where there are two contending employee organizations desiring to represent the teachers and others. The winner of an election conducted by the State Labor Relations Commission will represent all of the employees in the bargaining unit and the loser will play no part in negotiations. Because of the recency of its passage, it would not be appropriate to comment on its implementation at this time, although the Department Counsel has forwarded a detailed analysis to assist school officials throughout the state.

Eighteen years have elapsed since the last major overhaul of the state's reimbursement system. Specific reference is made to Chapter 643 of the Acts of 1948

at which time school aid was doubled. In recent years there has been a compounding of the inequalities built into the original formula, principally due to the freezing of equalized valuations by the Legislature. The problem of adequate revenue, however, constituted the primary source of aggravation. Previously, school aid monies came directly from the state's income tax, with local communities relying on property taxes for the main support of schools. After considerable debate the General Court enacted Chapter 14 of the Acts of 1966 which provides for a 3% limited sales tax. With this new source of funds and with a more up-to-date formula, state reimbursements on account of schools will reach an estimated all-time high entitlement of $185,000,000. For purposes of comparison, total aid for the last fiscal year was approximately $94,000,000.

One last enactment warrants comment, not because of its effect on the two communities involved, but rather because of the probability of a trend which could destroy school district reorganization in Massachusetts. For political rather than educational reasons, Chapter 392 found its way into the statute books in June, 1966. It authorized the dissolution of the West Bridgewater-Raynham School Union even though the enrollments (1021 and 1143 respectively) were well below the recommended minimum for independent districts. The Board of Education vigorously dissents from any legislative policy which mandates the establishment and/or maintenance of very small school districts. The members note, also, that this Act flagrantly disregards the mandate contained in Chapter 572 of the Acts of 1965 that the new Board of Education should be responsible for planning general education throughout the Commonwealth.

Nationally, regionally, and on the state level, there is indisputable documentation concerning the indefensible nature of small, inefficient school systems. For the first time in many years the General Court has seen fit to bypass the Board of Education, and in so doing, opens the door to numerous requests from other towns which have been denied the questionable right to set up small, independent school systems. There might possibly be exceptions due to extenuating circumstances such as distance and topography in sparsely settled or rural areas, but most assuredly, West Bridgewater and Raynham do not qualify for placement in such a category.

Additionally, although it may sound democratic to allow communities to establish small school systems independently and "pay their own way," in every instance over the years the payments have not been adequate and the amounts expended, number of professionals per thousand pupils, quality of multi-track curricula and other measures customarily fall far below minimum standards. It is interesting to read the history of the Commonwealth dating back to Horace Mann and the first Board of Education and note the repeated references to the critical need for an adequately sized school district. Of more recent vintage is the $250,000 statewide survey which drew exactly the same conclusion, and led to the enactment of the above mentioned Chapter 572.

If the Commonwealth is serious about the charge concerning quality education and the responsibility which it has assigned to the State Board of Education, it must face squarely the difficult task of school district reorganization and allow the Board to make appropriate judgments.

Acts of 1965

SELECTED ACTS

Chapter

610 — An Act authorizing the Office of School Lunch Programs in the Department of Education to establish standards and qualifications for certain food service personnel in public schools and to establish training programs for such personnel. Approved August 2, 1965.

641 — An Act providing for the elimination of racial imbalance in the public schools. Approved August 18, 1965.

701 — An Act authorizing certain retarded children attending special classes for the mentally retarded to continue with such classes after age sixteen. Approved September 20, 1965.

741 — An Act further regulating school attendance. Approved October 26, 1965.

751 — An Act authorizing the formation of a vocational regional school district by the City of Taunton and the Towns of Berkley, Bridgewater, Dighton, Middleborough, Raynham, Rehoboth and Seekonk. Approved November 9, 1965.

763 — An Act providing for the election of representative bargaining agents with political subdivisions of the Commonwealth. Approved November 17, 1965.

818 — An Act confirming the formation of the Berkshire Hills Regional School District. Approved December 29, 1965.

Acts of 1966

Chapter

14 — An Act imposing a temporary tax on retail sales, and a temporary excise upon the storage, use or other consumption, of certain tangible personal property, revising and imposing certain other taxes and excises, establishing the local aid fund, and providing for the distribution of funds therefrom to cities and towns. Approved March 2, 1966.

58 — An Act requiring the Board of Education to grant certain certificates to certain school personnel. Approved March 16, 1966.

Acts of 1966

Chapter

72 — An Act requiring the establishment of occupational training programs in public schools for mentally retarded children eighteen years of age or under. Approved March 16, 1966.

130 — An Act providing for the opening of each school day with a period of silent meditation. Approved April 4, 1966.

143 — An Act authorizing school committees to reimburse teachers for certain tuition charges and fees. Approved April 11, 1966.

150 — An Act requiring physical education to be carried on daily in the public schools. Approved April 11, 1966.

164 — An Act authorizing the Massachusetts Higher Education Assistance Corporation to make loans to freshmen students at certain educational institutions. Approved April 18, 1966.

185 — An Act relative to the suspension of teachers and superintendents of public schools. Approved April 21, 1966.

392 — An Act authorizing the dissolution of the Superintendency Union comprising the Towns of West Bridgewater and Raynham. Approved June 21, 1966.

412 — An Act authorizing school committees to expend during the current year certain federal funds received for educational purposes without including the purpose of such expenditure in, or applying such amount to, any budget or appropriation request. Approved June 30, 1966.

THE ISSUE OF RACIAL IMBALANCE

In the above listed legislation, one action of the General Court places Massachusetts in a unique position of national leadership. While other states and the Congress debated the issue, the Commonwealth aggressively and courageously took steps to face up to this most sensitive of human relations problems and passed, by an overwhelming margin, the State Racial Imbalance Law (*Chapter 641*). No city of any size and no major state has been without incident as the controversy deepens. In spite of the emphatic pronouncement of the Supreme Court of the United States over twelve years ago, *de jure* segregation continues to plague certain sections of the nation. *De facto* segregation is found elsewhere. Regardless of the terminology used–the Commonwealth chose "racial imbalance" as the most appropriate description of our problems–the obligation to initiate corrective measures is clearly apparent. The causes extend well beyond the perimeters of the school and its adjacent playground, but school committees and administrators have a legal, moral and professional duty to correct imbalance whenever and wherever it is found.

Section 37C, which follows, serves as an effective preamble for the only imbalance law of its kind in the country:

> *It is hereby declared to be the policy of the commonwealth to encourage all school committees to adopt as educational objectives the promotion of racial balance and the correction of existing racial imbalance in the public schools. The prevention or elimination of racial imbalance shall be an objective in* ***all*** *decisions involving the drawing or altering of school attendance lines and the selection of new school sites.* (Emphasis Supplied)

Other sections of the Act provide for orderly procedures of implementation, including the rendering of technical and other assistance by the state in the formulation and execution of plans to eliminate imbalance. In this connection the Board and the Department Task Force have invested several hundred man-hours of work in attempting to assist the five communities in which imbalance was found to exist. In four out of five of the cities involved substantial progress has been realized. The fifth city is the Commonwealth's Capital, and as this report goes to press, it appears that the matter may be heading for judicial review in the courts.

The Boston conflict appears to revolve around two related issues, viz., the so-called "neighborhood school" and school transportation. In the former, it has been alleged that the Board is not sympathetic to the neighborhood school concept. Nothing could be further from the truth. What the Board is attempting to do is in line with the position of competent authorities everywhere, i.e., to build neighborhood units which meet the needs of this century rather than the last. Boston has certain schools which enroll less than 200 children. A majority of these rather ancient buildings have been scheduled for demolition on the recommendation of the last three Superintendents of Schools. Comprehensive surveys have been made by outside experts and the same conclusions reached. The Board is in complete agreement with these findings, and is recommending a redistricting plan which will result in larger and more modern neighborhood schools which might serve between 1,000 and 2,000 students. Cities beyond the borders of the Commonwealth are considering "educational parks" of this type, and in some cases, these may enroll as many as 10,000. Again, the key is an attractive, safe and modern school plant rather than the replacement of one small ghetto school with another of equal size. Even in the smallest of our communities, we would not recommend the construction of such a tiny and inefficient unit. Beyond the implications of creating or perpetuating imbalance by constructing such schools, the program itself would not be geared to meeting the current needs of our children and youth.

The second issue, also, has been somewhat distorted in that opponents of the Board's plan refer to compulsory or forced school bussing. On a typical school day

over 400,000 Massachusetts children are transported in safe and modern vehicles. The entire system is voluntary and no child need use the service if the parent objects. As a double safeguard to keep transportation in the permissive rather than the mandatory category, the drafters of the racial imbalance law included the following section:

> *No school committee . . . shall be required as a part of its plan to transport any pupil to any school outside its jurisdiction* *or to any school outside the school district established for his neighborhood,* *if the parent or guardian of such pupil files written objection thereto with such school committee.* (Emphasis Supplied)

The Board will continue to work with local school officials in attempting to solve the above described impasse and to reach defensible solutions. With citizens of good will everywhere, we share the goal of providing quality educational services to all children and youth regardless of the extenuating circumstances of background.

PROBLEMS AND CHALLENGES

The need for a viable organization to administer the increasingly complex programs of our school and collegiate systems has never been more important. This is the case not only in Massachusetts but throughout the nation. The racial issue discussed above has shaken sister states in the North and South to their very foundations. The urbanization of our society has brought into focus the deepening problems of our cities. On every side, sharply increasing enrollments have placed greater strain on the physical facilities of the school systems, and the parallel needs to recruit and hold qualified teachers for these enrollments continue to be perplexing problems. The question of a national assessment or testing program, the updating and reshaping of vocational education, school district reorganization, and the proper role for the federal government in education; all could be added to the problems which must be faced. We regard these as challenges and accept them under the statutory charge to the Board of Education as contained in Section 1G of Chapter 572, i.e., the purposes of the Board shall be to *support, serve* and *plan* general education in the public schools.

The specifics of the above charge reflect in a small way the dimensions of the challenge facing our new members. The Board:

—Shall be a communication and information center serving all public schools in the commonwealth.

—May provide such necessary services to local public schools as are beyond their capacity to support separately.

—Shall provide centralized, state wide, long-range planning service for public schools.

—Shall provide a common center for the development, evaluation, and adaptation of educational innovations for public schools.

—Shall delineate and locate such other supporting services so as to improve the operation of all public schools and the quality of their educational programs.

—Shall establish the minimum length for a school day and the minimum number of days in the school year.

—Shall approve the educational standards for appointments for professional personnel in the public schools.

—Shall establish maximum pupil-teacher ratios for classes in public elementary and secondary schools.

—Shall establish the permissible and mandatory ages for school attendance and shall consider the advisability of raising the minimum age for attendance in the first grade to the national average "age" for such attendance.

—Shall establish minimum educational standards for all courses which public schools require their students to take.

—Shall establish minimum standards for all public school buildings, subject to the provisions of section fifteen of chapter one hundred and forty-three.

—Shall evaluate annually the efficacy of the state aid formula and shall recommend such changes in it as it may deem necessary.

—May withhold state and federal funds from school committees which fail to comply with the provisions of law relative to the operation of the public schools or any regulation of said board authorized in this section.

—Shall develop plans for education to meet state needs, and shall be the planning and approving authority for federal programs to be undertaken in the commonwealth.

—Shall see to it that all school committees comply with all laws relating to the operation of the public schools and in the event of noncompliance the commissioner of education shall refer all such cases to the attorney general of the commonwealth for appropriate action to obtain compliance.

—Shall annually, on or before November fifteenth, report to the governor and to the general court its acts and decisions during the preceding year with recommendations for the ensuing year, and, on or before the first Monday of January, distribute to the chairman of each school committee in the commonwealth a copy of such report, and statistics showing the performance of the public schools.

—Shall establish the functions, duties and responsibilities of each division established by it and of the personnel thereof.

—Shall appoint advisory committees in the areas of vocational education and special education, and may appoint advisory committees for each of its divisions and for each other curriculum area.

—May collect and maintain information from any public school system in the commonwealth relevant to its work or requested of it by the advisory council on education.

—May receive allotments for the commonwealth from federal programs in aid of elementary, secondary, and vocational education and may direct the disbursement of such funds and state aid funds in accordance with law.

—May seek relevant information from other states and institutions and from other departments, divisions, authorities, and agencies within the commonwealth.

—May seek, accept, and administer specific grants from private foundations and federal agencies. Said grants shall be kept in a separate fund in the state treasury and shall be disbursed by the state treasurer at the direction of the board and pursuant to its authority.

—May employ, from time to time, such consultants and experts as the commissioner may recommend to study specific matters of concern to the department.

In spite of the very limited time since the Board took office, a number of significant actions already have been taken. As an example, a kindergarten study

committee has been appointed in line with the above charge to establish mandatory ages for school attendance. At present only one-third of the public school systems operate kindergartens. Assuming that support for these most worthwhile programs will follow the study, any Board decision will have substantial impact on two out of every three communities in the Commonwealth.

Another example of far-reaching Board policies under the new Act, involves the raising of minima concerning the school day and school year. As early as March 29, 1966, the following directive was forwarded to all school officials:

> *Following a comprehensive $250,000 survey by a Special Commission established for the purpose, the General Court enacted Chapter 572 of the Acts of 1965. Among other responsibilities charged to the State Board of Education under this Act are those which mandate that it shall " . . . support, serve and plan general education in the public schools. . . ." More specifically for the purposes at hand, Section 1G reads as follows: "The board shall establish the minimum length of a school day and the minimum number of days in the school year."*
>
> *There can be little doubt that the Commission and the General Court desired the establishment of higher standards as soon as the newly appointed Board was operational. In fact the legislative proposal as filed originally spelled out the specifics such as: "The school year shall consist of 185 days of actual school attendance for pupils between September 1 and June 30; school districts shall provide a half day of kindergarten for 185 days between September 1 and June 30, with attendance permissive; and the compulsory education age for mandatory attendance shall be set at age six with immediate implementation. . ." ; etc.*
>
> *In view of the above charges the Board plans to organize Task Forces for the purpose of examining the several problem areas and recommending higher standards. These Task Forces will be broadly representative and will include school committee members, superintendents of schools, lay citizens, et al.*
>
> *Of immediate concern to the Board are standards which can be considered functional until the studies of the Task Forces are completed. The former Board of Education recommended such standards in a September 1, 1958 advisory to the Commonwealth's school systems. They are as follows:*
>
> *PROVIDING A FULL SCHOOL DAY OF INSTRUCTION*
>
> *Elementary Schools shall operate not less than 5 hours daily, exclusive of lunch or other recess.*
>
> *Secondary Schools shall operate not less than 5½ hours daily, exclusive of lunch or other recess.*

PROVIDING FOR A FULL YEAR OF INSTRUCTION

All schools (elementary and secondary) shall operate at least 180 days, exclusive of vacations, in each school year.

Many schools are well beyond the above stated minima, and the Board commends them for providing educational services in full measure. However, Department reports indicate that there are other schools which presently do not meet these standards. EFFECTIVE SEPTEMBER 1, 1966 ALL SCHOOLS WILL BE REQUIRED TO MEET THE MINIMUM DAILY AND YEARLY OPERATING STANDARDS OUTLINED ABOVE.

We hope that it is understood clearly that the former Board could only recommend standards, but that the present Board has statutory authority to mandate such standards. This memorandum should serve to notify all school authorities concerning these minima which become effective for the 1966-1967 school year. We know that you share our goal of quality education for every child resident in the Commonwealth and that you will continue to cooperate in seeking its attainment.

CONCLUSION

In the months and years ahead other policies designed to improve education must be considered and enacted. Many will call for a reshaping of our school and collegiate systems in keeping with what has been called education's necessary revolution. Even the slightest of changes will disturb the traditionists and the defenders of the *status quo*. The new look will not come easily.

It should be made clear, also, that the Board needs proper tools to complete the assignment wisely and well. Among these are adequate funds, staffing, modern facilities to house its programs, and the right of self-determination. If it is to be hamstrung with endless and picayune regulations, and enmeshed in a tangle of governmental red tape, the chances of complete success become increasingly remote. Already the members are aware of the imperative need for the highest degree of autonomy. Currently the Department is an island of fiscal dependence in an academic sea of fiscal independence. Public school systems, the state's collegiate institutions, educational foundations and a myriad of other agencies associated with learning activities enjoy a hard won freedom of operation. In today's competitive marketplace we must be accorded the same advantages, and the Board is filing a legislative proposal to bring this about. Broad public support for the measure is solicited.

Regardless of the inevitable roadblocks and barriers to progress, the goal of quality education for all children and youth is worthy of our continuing and untiring efforts. Paraphrasing an appropriate historical reference, "We have not yet begun to

fight." A sense of mission and a full commitment to its attainment are apparent to even the most casual observer. Our pledge to be of service can, and should, be engrossed in bold letters on the official records of this Commonwealth.

Respectfully submitted,

Owen B. Kiernan
Commissioner of Education

November 15, 1966

ANNUAL REPORT

Bureau of Elementary and Secondary Education

Year Ending June 30, 1966

This is the first annual report of the entity known as the Bureau of Elementary and Secondary Education. Along with many other changes, Chapter 572 of the Acts of 1965 eliminated the previous "Division" structure of the Department of Education. The former Division of Elementary and Secondary Education has become a Bureau in the Division of Curriculum and Instruction, one of only five Divisions within the Department.

The shift in structure did not reduce the assignment of the Bureau. The expansion of the National Defense Education Act into new subjects and the advent of the Elementary and Secondary Education Act of 1965 brought to the Bureau many new responsibilities and opportunities for service to the children and youth of the Commonwealth.

Personnel

For the first time in recent years we are not called upon to note the passing from service of some devoted veteran of the battle for education. One resignation was accepted, Mr. Allie Scruggs, Senior Supervisor in Education (Compensatory Services), left August 28, 1965 to accept a position at Boston University. Mr. Lawrence Ovian was granted a leave of absence for the school year in order that he might pursue a full-time graduate program at the University of Massachusetts. Dr. James Powers began a one year leave on February 1, 1966 to accept an assignment with the United States Office of Education in Washington. Dr. Powers' temporary transfer to Washington was a part of the program under Title V of Public Law 89-10.

Welcomed as staff members were the persons listed below, reflecting the increasing influence of Public Law 85-864 and of Public Law 89-10.

August 2, 1965	Miss Margaret L. Droney, Senior Supervisor in Education (Reading)
August 2, 1965	Thomas F. O'Connor, Senior Supervisor in Education (Science)
August 16, 1965	Arnold F. Lanni, Senior Supervisor in Education (History)
August 16, 1965	Lawrence W. Latour, Supervisor in Education (Geography)

August 16, 1965	John P. Neal, Senior Supervisor in Education (Geography)
August 16, 1965	William G. Vassar, Senior Supervisor in Education (Academically Talented)
August 23, 1965	Frank J. Luciano, Jr., Supervisor in Education (Reading)
August 30, 1965	John A. Calabro, Senior Supervisor in Education (English)
August 30, 1965	Richard P. Charlton, Supervisor in Education (Compensatory Services)
August 30, 1965	Frederick A. Small, Senior Supervisor in Education (Compensatory Services)
September 2, 1965	Terrence P. O'Donnell, Supervisor in Education (History)
April 4, 1966	Robert L. Jeffery, Senior Supervisor in Education (Compensatory Services)
April 18, 1966	John E. Kearney, Senior Supervisor in Education (English)
April 18, 1966	Mrs. Helen M. Shannon, Senior Supervisor in Education (Reading)
April 25, 1966	Miss Anne E. McParland, Supervisor in Education (Reading)

Supervisory Activities - General

The extremely limited number of general supervisors continued to hamper Department efforts to service local school districts. It is physically impossible for three people to assist adequately the nearly fifty thousand staff members in approximately 2500 public schools. The addition of general supervisors continues to be the prime need of the Bureau.

A parallel need is for decent working conditions at Department headquarters in Boston. The present provisions are a disgrace to the Commonwealth. The dirty, overcrowded conditions not only handicap the members of the clerical and supervisory staff who must work in them, but also are totally unsatisfactory for serving the general public or school people from the field. New quarters must be found if the Bureau is to continue to attempt to carry out its service mandate.

Supervisory visits to local school districts continued as the major avenue of service. During the past year a total of 3187 visitations were made to schools across the length and breadth of the Commonwealth and twenty-nine visits were made to the State Colleges. Supplementing the program of school visitation, Bureau staff members conducted five state-wide conferences together with forty workshops for local or regional groups. In seventy-seven instances staff members attended workshops conducted by other groups.

In response to requests, Bureau personnel made 172 addresses to various groups. The supervisors were participants at professional meetings a total of 767 times within Massachusetts and twenty-seven times at various out-of-state conferences.

ELEMENTARY EDUCATION

"In pursuit of the quality of education, people have tried faith, prayer, and old phonograph records. None has worked. A few school districts are now trying money and they are achieving remarkable success."

--Professor Paul Mort

The following is the report of the Office of Elementary Education for the school year 1965-1966. This report includes a record of representative activities carried on by the elementary supervisors of education in their endeavor to improve the education of over 600,000 children in the elementary schools of Massachusetts.

Personnel

The Office of Elementary Education continued to serve the Massachusetts elementary schools with a staff of two supervisors. The State Board of Education, at its meeting on June 28, 1966, promoted Dr. William F. Kelly to the position of Senior Supervisor of Elementary Education.

Annual Conference

The Thirty-sixth Annual Conference for Elementary School Principals and Supervisors was held in March of 1966 for three days at the University of Massachusetts in Amherst. The theme of this Conference was "Expanding Responsibilities in Elementary Education."

Dr. Neal Gross, Professor of Education, Graduate School of Education at Harvard University, in his keynote address discussed the emerging leadership role of the elementary school principal.

The roster of conference speakers included such outstanding educators as Dr. Owen B. Kiernan, Commissioner of Education in Massachusetts, Mrs. John A. Robinson, a member of the Massachusetts State Board of Education, who brought greetings to the Conference from the State Board of Education, Dr. Elizabeth A. Neilson, Professor of Health Education at Lowell State College, Mr. John D. Coughlin, Director of the Massachusetts Youth Service Board, Dr. Robert S. Jackson, Superintendent of Schools in Haverhill, Dr. Roberta M. Kellogg, Associate Professor of Education at Brown University, Dr. David Mindess, Superintendent of Schools in Ashland, Dr. Paul Zdanowicz, Principal of the Middle School in Bridgewater, Miss Ruth Chadwick, Principal of the Horace Mann School in Newton, Mrs. Hope Danielson, Principal of the Hamilton School in Newton, Mr. Daniel Gibbs, Principal of the West School in Hingham, Dr. Helen Murphy, Professor of Education at Boston University, Dr. Olive Niles, Supervisor of Reading, Springfield Public Schools, Dr. John S. Gibson, Director, Lincoln-Filene Center for Citizenship and Public Affairs, Tufts University, and Mr. Gordon Hall, noted author and lecturer.

The Conference was attended by more than 1100 educators. Reports from those who attended the Conference indicated that both supervisors and principals found the Conference to be stimulating and educational. A constructive criticism was the hope that the elementary sector would be allocated sufficient funds to enable the planning committee to bring to the Conference noted speakers from the middle and far West.

In-Service Workshops

With the hiring of specialists in the various areas of specialization at the elementary level, there has been a trend away from the elementary supervisors conducting in-service workshops, as these are now being run by the specialists in the given area. However, the elementary supervisors were a part of workshops conducted for the following communities:

Alford
Athol
East Longmeadow
Egremont
Littleton
Monterey
New Marlborough
Shrewsbury
Sheffield

Related Services

One of the most important duties of the elementary office has been to inform the public and educators of significant educational advances, and how they affect the lives of the children. Implied in this is the responsibility to evaluate new or unique programs which may or may not be educationally defensible.

The supervisors spoke to more than 1500 lay persons at PTA meetings as well as to over 2000 educators at meetings of various professional study groups throughout the Commonwealth.

The supervisors served as guest lecturers in the Boston and Westfield State Colleges, and the Intensive Teacher Preparation Program at Hyannis. The elementary supervisors are members of the executive boards of the Massachusetts Elementary School Principals Association and the Massachusetts Association for Supervision and Curriculum Development.

Members of this staff have visited the various regional study groups of elementary principals throughout the Commonwealth in order to keep informed on what is going on at the "grass roots" level, as well as to interpret to the elementary principals Department of Education policies and regulations as the need may arise. The elementary supervisors also acted as liaison persons to bring requested services to the various elementary schools.

The staff also served on such committees as the Massachusetts School Health Council and the Ad Hoc Committee for the Northeast Kindergarten Conference, which is sponsored jointly by the New England School Development Council and Lesley College.

School Visitations

It has been estimated that with the present staff of two supervisors it would take more than ten years for all the elementary schools in the Commonwealth of Massachusetts to be visited by the Department personnel. During the past year approximately two hundred and fifty schools were visited for one or more of the purposes listed below:

Observe the educational programs in action

To discover problems that require state-wide attention and action

To evaluate important developments in elementary education

To aid in the determination of needs in specific situations and to act in a consultative role

To add strength to the learning programs in operation

To gain a more comprehensive picture of elementary education throughout the Commonwealth

To make presentations on current educational trends and practices at teacher workshops and other meetings as required.

In addition, members of the elementary staff are on the editorial board of a national education magazine and the Massachusetts Elementary School Principals Association magazine.

Evaluations

The elementary supervisors were assigned by the Director of the Bureau of Elementary and Secondary Education to be a part of teams and to survey and make recommendations in regard to the public schools of several communities. This past year saw a greater use of this service by local school committees than has been the practice in the last ten years.

Surveys were carried on in the following communities by personnel from the elementary office and other staff members:

Athol
Erving
Gardner
Halifax
Hanover
Hanson
Kingston
Lee
Leverett
Milford, N. H.
Needham
New Salem
Norwell
Orange
Pembroke
Petersham
Raynham
Revere
Shutesbury
South Hadley
Tyngsborough
Wendell
W.Bridgewater
Williamstown
Woburn

SECONDARY EDUCATION

During the past year the secondary education supervisors have endeavored to assist and to provide service to secondary school administrators throughout the Commonwealth. The supervisors conducted school visitations and consultations, planned and conducted conferences, planned and conducted evaluations, participated in departmental surveys and corresponded with the general public in matters relating to education.

The Senior Supervisor of Secondary Education was granted an educational leave from mid-September to mid-June to complete course requirements in the D. Ed. program at the University of Massachusetts. The Senior Supervisor from the Bureau of Civic Education assisted with many of the projects and activities concerning secondary education.

School Visitations

School visitations serve as the primary contact of the Department of Education with the schools throughout the Commonwealth. There were 40 secondary schools receiving regular visitations in addition to visits to schools which served as sites for special meetings such as principal group meetings, association meetings, conference planning and evaluations. A regular visit includes: conference with the administrative staff, survey of school plant, review of the educational program, recognition for outstanding practices and recommendations when needed. Whenever possible, follow-up visitations were made to provide additional materials and information.

Evaluations

The secondary school evaluation program conducted by the New England Association of Colleges and Secondary Schools since 1955 has contributed greatly to enhancing educational programs throughout the Commonwealth. During the past year the final schools conducted their evaluations and this year marks the beginning of the second ten-year cycle. The Department of Education has provided leadership in implementing the program and has been a valuable source to the Commission on Evaluation. All efforts will be made to continue this service to the Commission on Evaluation.

The Junior High School Evaluation Program which is jointly sponsored by the Department of Education and the Massachusetts Junior High School Principals Association completed the second year of the program in 1965-1966. With five schools completing the program, this marks the end of the pilot phase. Several meetings are being planned for the fall to solve any problems which may have arisen during the pilot phase. There are at least four junior high schools anticipating evaluations during the 1966-67 school year. The motivating factor of the program is to improve junior high school education in Massachusetts.

At each evaluation a Department representative served on the visiting committee. In addition to serving as a consultant and assisting schools to prepare for their evaluation the Secondary Supervisor served as chairman of a junior high school evaluation and a visiting committee member on two junior high school evaluations and one high school evaluation.

High School Evaluations

Bourne
Cambridge:
 Rindge Technical
Clinton
Danvers
Georgetown
Granby
Hudson
Ipswich
Lynn: Classical
Plymouth
Stoneham
Watertown
Old Rochester
Tantasqua
Mt. Greylock
Uxbridge

Junior High School Evaluations

Adams
Longmeadow
Danvers

Surveys

At the request of local school committees the Department of Education provides educational surveys of part or entire school systems. The secondary supervisor participated in eight surveys and prepared the final report for the Mahar Regional School District Survey.

Publications

An important function of the service role of the Department of Education is to provide information concerning the current practices and general characteristics of secondary schools. During the 1965-66 school year the secondary supervisors submitted for departmental publication three studies. They were: The High School Graduate and Higher Education, Studies in Secondary Education - Junior High Schools and Drop-out Studies for 1963-64. Further publications are being planned for the coming year.

Conferences

The secondary supervisors participated in various capacities at conferences sponsored by professional associations or by the Department of Education.

The Forty-third Annual Conference of the Massachusetts Association of Junior and Senior High School Principals was held at the University of Massachusetts in Amherst on March 23 and 24, 1966.

The Conference theme was "Changing Horizons and the Principal." The conference was planned to inform the principal of the impact of state and federally aided programs and the role of the principal. The keynote address, "Federal Aid and the Curriculum" was given by the Director of the Bureau of Elementary and Secondary Education, which was essentially an overview of all programs available. To complement the keynote address a series of small group meetings chaired by members of the Department's supervisory staff was conducted for a more detailed discussion

of each program. These discussion groups were: Title I of ESEA, Title III of ESEA, The Academically Talented Program, NDEA Planning, Understanding the Role of the Auditor, Federal Aid as Related to Guidance Services, NASA and the Curriculum, Developing Research Projects in Junior and Senior High Schools, and School Library Development under Title II of ESEA.

Dr. Harold C. Hunt, Eliot Professor of Education, Harvard University, delivered the Dinner Meeting Address entitled, "The Secondary School Principalship: Retrospect and Prospect." "Collective Bargaining and You" was the theme of the Luncheon Meeting. Dr. Thomas J. Curtin, Deputy Commissioner, presided, with Dr. William J. Wallace, Senior Attorney of the Department of Education, describing Chapter 763 of the Acts of 1965. Miss Rose Claffey of AFL-CIO, Mr. Edward F. Downey of the MTA and Mr. Derwood A. Newman of the Massachusetts School Committees Association presented policies of their respective associations concerning the status of the principal in relation to teachers' collective negotiations.

The Conference was well attended and received by the principals. Through a vote the principals expressed their wish to have the conference held at the University of Massachusetts in 1967.

PHYSICAL EDUCATION, HEALTH, AND SAFETY

During the fiscal year 1965-1966, the Supervisor of Health, Physical and Safety Education visited the schools of 118 cities and towns, (including six regional schools) and 21 colleges and universities. Other activities were as follows: 70 speaking engagements, 31 athletic meetings, 9 conferences, and 60 meetings with superintendents, principals, and physical education teachers.

Annual Physical Education Conferences

The Massachusetts Department of Education's Annual Physical Education, Health, Recreation, and Safety Conference was held at the Statler Hilton Hotel in Boston on April 1 and 2, 1966. An estimated 2600 physical educators attended. Greetings on behalf of President Johnson and Governor Volpe were extended by Dr. Owen B. Kiernan. Former Chairman of the President's Council on Physical Fitness Charles Wilkinson was the guest speaker. Chairman of the Board of Education William G. Saltonstall also spoke to the physical educators.

The President's Council on Physical Fitness, with the cooperation of the Massachusetts Department of Education and the Massachusetts Association for Health, Physical Education and Recreation, held a workshop at Northeastern University on November 5 and 6, 1965. Governor Volpe spoke to 1200 physical education leaders, superintendents, principals, and health people. Commissioner Kiernan also spoke along with members of the President's Fitness Council from Washington, D. C.

Two out-of-state conferences attended were: The Summer Workshop of State Directors of Health, Physical Education and Recreation held at Gull Lake, Michigan from August 28 to September 4, 1965, and the Eastern District Association A.A.H.P.E.R. Convention at Atlantic City, New Jersey, from April 22-25, 1966.

Awards

Certificates of Merit were presented to the Supervisor of Physical Education from the U.S. Marines, U.S. Air Force, U.S. Army, and Lion Service Clubs in Massachusetts. These awards were in recognition of his efforts in promoting programs to meet the need for more physical education for all youth and adults in the Bay State and New England area.

Cooperative Activities

The State Supervisor of Physical Education assisted or cooperated with the following agencies, in matters concerning Physical Education, Athletics, Health, Recreation, and Safety:

The Massachusetts Registry of Motor Vehicles

Olympic Coach of Sweden concerning the new hot-top rubber track and Physical Education and Health programs

The Young Men's Christian Association (New England Council) - Boston, Hyde Park, Dorchester, West Roxbury, and Worcester

The American National and Metropolitan Red Cross

The National and Massachusetts Safety Councils

The United States Olympic Track and Field Committee for 1968 (Mexico)

The American Amateur Athletic Union (Executive and Foreign Relations Committee member)

The American Committee for Junior Olympics (New England Chairman)

National Amateur Athletic Union (Vice-chairman Track and Field Committee, Vice-chairman Physical Fitness Committee, Vice-chairman Olympic Development Committee)

New England Amateur Athletic Union (Member of the Executive Committee, Chairman Track and Field Committee, Vice-chairman Physical Fitness Committee, and Vice-chairman Olympic Development Committee, Vice-chairman Amateur Athletic Union Records Committee, and Chairman of Junior Olympics)

The United States Armed Forces Physical Education Recreation Council and First Naval District Recreation Committee.

Special Notes

The supervisor officiated and directed the Junior Olympics at South Boston, East Boston, Greater Boston, and Natick. It is significant to note that approximately 3000 boys and girls representing Western Massachusetts participated in the Junior Olympic finals held at Mountain Park in Holyoke. The supervisor was referee and had personal charge of all the youngsters competing.

Approximately 25 track meetings were officiated by the supervisor, and 20 track meets and fitness programs were attended.

As National Vice-chairman and the New England Chairman of the National Amateur Athletic Union of Physical Fitness, the supervisor is pleased to note that Massachusetts ranked third in the number of pupils taking the AAU Physical Fitness Test in the 1965-1966 school year.

Under the chairmanship of Dr. Mary Moriarty, Professor of Education, State College at Bridgewater, the Curriculum Guide Committee is near completion of the Physical Education Curriculum Guide. It is hoped that this project will be completed by the fall of 1966.

On April 11, 1966, Governor Volpe signed a new law to be effective with the 1966-1967 school year stating that physical education shall be carried on daily by all pupils in Massachusetts public schools.

CONSERVATION EDUCATION

During this past year, the public schools of Massachusetts showed a greater awareness of the need for furthering their conservation education programs than ever before. This awareness was evidenced by the significant increase in requests from the schools to this office for various types of help in improving local conservation programs. The following factors were probably of major importance: increased awareness by the schools that help in this field is now available from the Department of Education, the continued publicity on the water problems in Massachusetts, and the ever increasing concern and direct involvement of people with the many environmental problems of today.

Outdoor Classrooms

There were two major areas of requests for conservation assistance by the schools. The first was for guidance in the development of "outdoor classrooms" on the school grounds. On-site evaluations with interested teachers and administrative personnel followed by written reports were made for thirty-nine schools. A number of schools have already started to implement the suggestions from these reports to enrich their local curriculums. An important side benefit from these efforts has been the direct involvement of various local groups such as town conservation commissions, garden clubs, sportsmen's clubs, and Boy Scouts in assisting the schools to develop their outdoor classrooms. The philosophy behind this educational approach is simply "to teach outdoors those lessons that can best be learned in an outdoor environment." At some of the schools, teacher workshops encouraging the teachers to take their classes outside have been successfully conducted.

Conservation Assemblies

The second major area of requests has been for conservation assemblies. Thirty-four different schools requested this type of assistance. The typical program consisted of a film on water pollution in Massachusetts or a film on the wildlife of Massachusetts followed by an open discussion period. These programs were well received and the discussion period frequently led to penetrating thought on the conservation problems facing us in Massachusetts. The students showed a great interest and insight into these areas and could relate many personal experiences to the discussions.

Conferences

In order to be as well informed on the numerous facets of conservation as possible, many conferences and meetings were

attended. This is necessary due to the wide range and overall complexity of conservation problems. Among the major meetings attended were: Conservation Education Association's Annual Conference in Ohio (Massachusetts will be the host in 1966), Governor's Conference on Natural Beauty, Governor's Conservation Award Program, Northeast Fish and Wildlife Conference, Northeast Wildlife Management and Mosquito Control Conference, Conference on Urban Problems in Schools, Massachusetts Wildlife Federation Conference, Massachusetts Conservation Council Annual Conference, National Audubon Society's Conference, plus the education conferences including the Superintendents' Conference, Elementary and Secondary Principals Conference, Physical Education Conference and two county teacher association conferences. At several of these meetings, the supervisor was an active participant in the program as a guest speaker.

Other Supervisory Activities

Under Title III, P.L. 89-10 a number of schools have expressed interest in developing various types of conservation programs. The supervisor has assisted with three proposals that have been submitted for approval plus several more which are still in the planning stage. There is a definite opportunity for conservation assistance to schools under this law and as these various proposals mature into active programs, the overall conservation education picture in Massachusetts will improve.

A conservation survey questionnaire was sent to all public schools late this spring. Conclusions drawn from the answers received will be most helpful in determining future courses of action by the supervisor. One of the areas of great need indicated on this survey and reinforced by personal contacts with school administrators is the need for the training of teachers in outdoor education and conservation at our teacher training colleges. Many conservation programs at local levels are not progressing from the written guide stage to the action stage because the teachers are not educationally prepared to implement these programs. The supervisor conducted seven in-service teacher workshops during the year to fill this educational gap and to encourage the teachers to use their local outdoor classrooms. However, the problem will not be solved until outdoor education and conservation courses are available at our many colleges.

In summary, the year was challenging and rewarding due to the increased interest in conservation education by our local schools. If indications hold true, the supervisor should see an increase in action programs in this field at all school levels in the near future.

MUSIC EDUCATION

The following conditions were noted during visitations to ninety-six communities during the past year:

Inadequate follow-up to the music specialists visits by the classroom teacher in many communities

An increase in the number of school systems having a weekly visit by a music specialist at the elementary level

An increase in the number of "string" programs

A reduction in the number of communities requiring general music classes in grade eight

An increase in the number of schools offering free instrumental instruction beyond the "beginning" stage

Increased use of audio-visual materials in general music classes

Increased music offerings during school hours at the senior high school.

Varying practices from community to community and the lack of music curriculums at the local level substantiate the need for a state curriculum guide. On May 27, 1966, a committee from the Massachusetts Music Educators Association met with Mr. Killory and the music supervisor to discuss procedures for the development of a music curriculum guide for the State of Massachusetts. A slate of names is being prepared at the present time to be presented to the State Board of Education for consideration as an official committee to prepare a state curriculum guide.

State department conferences for elementary music specialists were held at Westfield and Salem State Colleges in order to expose music educators to practical, current practices, techniques and materials. These conferences were attended by music specialists from one hundred and seventeen cities and towns. Response to the conferences was extremely enthusiastic and the desire to have similar conferences on an annual basis was expressed.

There is a need for similar workshops for music specialists at the junior high school level. Plans are being formulated to include special sessions for junior high school teachers at next year's conferences.

The Elementary and Secondary Education Act of 1965 and the National Foundation on the Arts and Humanities Act of 1965 offer hope for improved programs of music education in the Commonwealth.

On June 28, 1966, a second music supervisor was appointed by the State Board of Education. It is expected that the additional music supervisor will substantially increase the effectiveness of the office of music education in the coming year.

The music supervisor participated in the following major conferences:

State Supervisors Conference, Washington, D. C.

Music Educators National Conference Interim Meeting, Washington, D. C.

Boston University Conference on Music Education

Conference for Elementary Music Specialists, State Colleges at Salem and Westfield

M.M.E.A. Winter Meeting, Wellesley

Superintendents Conference, Bridgewater

Elementary Principals Conference, University of Massachusetts

All-State Music Conference and Concert, Fitchburg

Southeastern Massachusetts District Meeting, Foxboro

Northeastern Massachusetts District Meeting, Lynnfield

GUIDANCE

The Guidance Philosophy

This year might be marked as one in which much has happened to bear upon guidance as well as in the development of guidance. Affecting guidance there are many confusing proposals appearing and attempting to show that (1) Counseling (an operative activity in Guidance) is in reality Counseling in Clinical Psychology and in any other professional pursuits (2) Guidance in Psychological and Social Work (3) Guidance is a program specially created (a) for Juvenile Delinquents (b) for potential drop-outs (c) for the Disadvantaged (d) for the Academically Talented (e) for the Handicapped (4) Guidance is a program of remedial educational activities (5) Guidance is Orientation (6) Guidance is Pupil-Personnel Services, and so on endlessly. Seemingly the proponents of these ideas are using the guidance label to dignify their purposes; or possibly the true nature of the guidance philosophy has, as yet, escaped them.

And yet, in guidance, the basic philosophy continues to unfold as an ever increasing inherent aspect of the field of education. This has been especially true in the development of guidance programs to serve elementary school pupils. No new guidance philosophy has been needed. Adaptation of basic guidance philosophy to elementary school needs has sufficed.

The State Department Staff

Overall potential work responsibilities for the State staff were increased because the NDEA was amended to provide monetary support for elementary school guidance programs. Only secondary school guidance programs had had such support since the NDEA was first passed in 1958. As a result the State staff, decreased by one Supervisor, and up to 1965 responsible for approximately 450 secondary schools, was charged with additional responsibility for service to more than 1750 schools having elementary grade pupils. Properly to serve these schools an enlarged staff will be needed.

State Staff Activities

With a reduction in the State staff and an increase in work responsibility the staff has improved its variety of activities by making 527 local supervisory visits as compared with four hundred and eighty-nine in 1964-1965. The staff

has also acted as principals or participants as follows:

1.	Conferences	44
2.	State and National Guidance meetings	22
3.	Speaking engagements	22
4.	Panels	10
5.	Evaluations	7
6.	School surveys	10

Local Guidance Program Development

Guidance programs on the local level have been improved chiefly because their staffs have been enlarged sufficiently to reduce the pupil-counselor ratios. In 1964-1965 there were 1213 full and part-time guidance counselors; this year 1965-1966 there were 1364. This is an increase of 15-1 or 12.4+%. It is encouraging to note within this number that there were 53 more full time counselors. Until the present there has been a serious shortage of persons trained for guidance work. However, we can now look hopefully to an increased and improved supply of candidates who will be trained by some of our State Colleges which have just announced a Master's degree program in Guidance.

Publications

The production of publications is a time consuming activity which can be entered into only in the spare time which can be given by the supervisors in our limited staff. Further limitation of such time is indicated by the supervisory work potential now apparent because of guidance supervisory extensions into the elementary grades. In spite of limitations we must somehow contrive to (1) republish our Guidance Handbook (now out of print) (2) publish a bulletin of information (now ready) concerning career training in non-degree granting institutions (3) finish preparation of a bulletin of information concerning scholarships and financial aids available in Massachusetts and (4) provide another supply of the bulletin "Challenge to Parents".

NDEA Programs

A major part of the time of the supervisory staff has been employed in matters related to approval and reimbursement of local public school guidance, counseling, and testing programs and private secondary school testing activities under the Massachusetts State Plan for Title V-A of the NDEA. From these programs the following data may be observed:

1. In 1964-1965, 268,244 public secondary school pupils were served by approved guidance counselors and testing programs. This year 1965-1966, 296,805 pupils, an increase of 28,561, were served. This was an increase of 10.6+%.

2. For the work in (1) above, $472,171.72 has been expended to date. This is an increase of $65,396.87 over the sum of $406,774.85 expended for the same purposes in 1964-1965. This meant an increased expenditure of 16+%.
3. In 1964-1965, 26,220 private secondary school pupils were tested by use of Federal funds. This year, 1965-1966, 29,070 pupils received this service. This was an increase of 2,850 pupils tested, or 10.8+%.
4. The cost of private secondary school testing increased from $9,176.35 in 1964-1965 to $10,174.50 in 1965-1966. This showed an increase of 10.8+%.

SCIENCE AND MATHEMATICS

The past year has been one of great progress in science and technology. Space travel has become almost routine. There has been rapid development in medicine and public health and the fields of business, banking, and national defense have become computer oriented to an amazing degree. This has also been the year of a "Federal Revolution" in support of Education. The science and mathematics staff has faced the problem of assimilating and transmitting this new knowledge and support to the local school systems.

Federal Support

The staff devoted a great deal of time and effort to provide Federal assistance to local school systems, particularly under Title III of the National Defense Education Act and Title III of the Elementary and Secondary Education Act.

NDEA-Title III

During the fiscal year ending June 30, 1966, the science staff processed four hundred fifty-six science projects, encumbering $737,855.00 in Federal funds. The mathematics supervisor approved one hundred twenty-four mathematics projects calling for $77,922.00

A major activity in this connection was the new requirement for the submission, review and approval of a long-range plan for curriculum development, as a prerequesite for the approval of projects. The supervisors provided advice and assistance in the development of these plans. As a result the local teachers and administrators acquired an improved perspective on their programs,

and this resulted in a more adequate acquisition program. It is interesting to note that, in the areas of science and mathematics, the communities submitted a high percentage of approvable plans, which resulted in the fact that out of a total of one thousand fifty-nine projects under Title III NDEA, five hundred eighty or 42% were in science and mathematics. As the communities gain experience in preparing plans and projects for the newer critical subjects, it can be anticipated that this percentage for science and mathematics will decrease, but there still exists a need for further acquisition, particularly in the elementary and junior high school areas. A strong trend is noted in the acquisition of elementary science equipment and of equipment to serve the new programs such as the AAAS elementary science project, ESI's IPS project and the Earth Science curriculum project.

During the year, Mr. Packard of the science staff was designated to act as coordinator of Title III NDEA and devoted time to this activity. Mr. Sargent and Mr. O'Connor assumed an extra burden for field activity in science. However, most of the field work in mathematics was done by Mr. Williams, since Mr. Richardson devoted full time to the computer assisted mathematics project. An additional mathematics supervisor would enable us to expand service in this important subject area.

ESEA-Title III

The staff devoted a considerable amount of effort to the Review and Screening of projects for "innovative and exemplary" programs under Title III ESEA. A number of these involved projects of value in science and mathematics education. An example is the project for an Ocean Science Education Center at Falmouth drawing from the resources of the world famous Woods Hole Oceanographic Institution. Our staff assisted in the formulation of plans for this proposal. This project related closely to the ideas developed at the "New England Ocean Science Conference" held at Woods Hole. Mr. Packard devoted a considerable amount of time to organize this conference which will be reported in a separate section.

Professional Activities

The capacity to provide useful and competent advice and assistance to local educators requires not only a well trained professional, but a knowledgeable and up-to-date specialist, with access to current thinking and national sources of information. The science and mathematics supervisors have endeavored to meet this requirement through reading and study and by maintaining a

working relationship with professional societies, colleges and universities, industrial and research groups, and by attendance and participation at important conferences and meetings of scientists, mathematicians, and educators. Many of these have been summarized in appropriate reports.

Service Activities

Among the responsibilities of the supervisors are the requirements that they be cognizant of the programs functioning in the schools, and that they assist in maintaining and improving these programs. Their activities in carrying out this mandate take many forms. Some of these are indicated below:

Supervisory Visits

This is the most direct form of action taken by the supervisors and it serves as a two-way street. They take information to the schools, and come back with a variety of valuable information for the Department. More than four hundred of these direct visitations were made by the science and mathematics staff. In addition many teachers and administrators visited the office for consultation.

Seminars and Fairs

An important activity supported by the staff consisted of participation in the planning and supervision of science and mathematics fairs and seminars for students. The staff served as committee members and judges of the Massachusetts Science Fair, and several regional and local fair groups. Similar service was performed by Mr. Sargent for the Junior Science and Humanities Symposium conducted at Worcester Polytechnic Institute, which was sponsored by the U. S. Army, the Norton Company, The Massachusetts Department of Education and the Institute.

Support of Professional Organizations

In addition to the activity, with the New England School Science Advisory Council, the staff served in the organization and strengthening of a number of other useful organizations. Typical of this activity was the support given to the South Shore Association of Physics teachers. Mr. Packard and Mr. Sargent assisted at their meetings as speakers and members, and Mr. O'Connor served as President.

Mr. Williams worked to accomplish the organization of a series of regional associations of mathematics chairmen on the South Shore. So far, three of these groups have been formed and others are in process. These and similar organizations have the potential to make significant contribution to our schools, and their formation helps to fill a persistent vacuum in Massachusetts.

In-Service Training

Provision for the in-service training of teachers in science and mathematics presents a continuing challenge. Rapid expansion of knowledge and numerous national programs to develop improved curricula make it important to develop leadership among key teaching personnel. Supervisors have supported local efforts to organise workshops. Title III money has provided instructors in a number of instances. Supervisors have also served as speakers and consultants. In the mathematics field, Mr. Williams organized leadership programs under which communities will designate a key

teacher to attend the workshop. Upon returning to the school system, this teacher will conduct a similar program for the elementary teachers in that area. Direct support under NDEA Title III was given to the Boston School System to provide the instructors for workshop for junior high teachers in Earth Science. There is a critical need for competent teachers in this fast developing subject.

Curriculum, Equipment and Materials Center at Bridgewater State College

For several years, the staff has felt that a demonstration center where the latest curriculum materials and laboratory equipment could be demonstrated, tested, and explained to groups of teachers would serve a very useful purpose. Happily, during this past year the project seems to be approaching success. Mr. Packard has received warm support from the Division of State Colleges, from President Rondileau and the staff at Bridgewater, and from our associates in the Department. Construction is about to start in the Science Building at Bridgewater State College, and during the coming year we plan to put the facility to use as a pilot activity. This will correct a very unsatisfactory situation for the storage of valuable equipment. It will make it possible to bring students and practicing teachers, programs, curriculum materials, and equipment of the latest type.

NASA-Massachusetts Department of Education Aero-Space Curriculum Resource Guide Project

On October 1, 1965, the Department signed a contract with the National Aeronautics and Space Administration to produce a Space oriented curriculum resource guide to provide assistance to teachers in enriching their subjects with materials and information drawn from the exciting developments resulting from our Space Program. Mr. Packard was assigned as Project Director and is working with the NASA staff and a group of educational consultants and writers in the preparation of this guide. Upon completion of the guide, it will be made available to Massachusetts schools and NASA will make it available to other states as a prototype in the development of similar material.

Twelve citizens prominent in aviation and education circles are serving as an advisory committee. A number of skilled educators and writers are serving as a writing team to develop this guide. The space program is one of our most ambitious national projects in terms of magnitude and potential benefit and its results should serve as a powerful tool in curriculum motivation.

Computer Assisted Mathematics Project

In June of 1965, the Department negotiated a contract with the Cooperative Research Branch of the U. S. Office of Education providing a grant of $176,000.00 to carry out research to study the advantages and methods of teaching mathematics with the aid of a time-shared computer system. Mr. Richardson was assigned

as Project Director and has devoted his full time during the last fiscal year to the organization and administration of this project.

The communities of Belmont, Brookline, Lexington, Westwood and Winchester, and Philips Academy at Andover, are conducting mathematics classes in grades 6,9, and 11. Each classroom contains a teletype console connected by leased line to the large computer in the Bolt, Beranek and Newman plant in Cambridge. Using alphe-numeric language (Telcomp) the student or teacher may use the computer to solve problems of great complexity. Computers are becoming an everyday tool in industry, national defense, and research and it is essential that our science and mathematics students be prepared to use this tool in their training for a sophisticated world.

During the summer, a workshop program is conducted for the teachers involved with the experimental classes. The modern mathematics methods and content necessary for the development of the full potential of this promising research are being mastered by the thirty mathematics teachers and supervisors conducting the program.

The personnel concerned with this project feel that the instructional techniques associated with a computer in the classroom will have a lasting effect on methods and materials of instruction in many mathematical areas.

New England Ocean Science Education Conference

It is axiomatic that the schools should reflect the culture of our times and that the excitement of our current "frontiers" should pervade the classroom and motivate our students. In the last few years, man's knowledge of the oceans has increased tremendously. Our national security depends upon our control of the seas and we must look increasingly to the sea for food and resources.

Feeling that this growing field of knowledge had much to offer to the schools, Commissioner Kiernan directed Mr. Packard to take steps to arrange a New England Conference on Ocean Science Education as a Department project. With financial support from the Link Foundation, the Department of Education in partnership with the Woods Hole Oceanographic Institution convened a conference at Woods Hole on May 20, and May 21, 1966. New England educators and scientists and oceanographers, with other interested officials from all over the nation met to discuss current programs in Ocean Science and curriculum developments and experiments in using this knowledge in the schools.

The proceedings and recommendations will be published and distributed widely by the U. S. Office of Education. Among the recommendations will be the calling of a national meeting and examination of the need for sponsored programs to develop teaching units and materials which will take full advantage of the potential involved in the field of oceanography.

A related project is worthy of mention. With assistance from Mr. Packard and Dr. Clarence Lindquist of the U. S. Office of Education, the Falmouth public school system under the leadership of Superintendent Harry S. Merson applied for and received a grant under Title III of the Elementary and Secondary Education Act for the establishment of an Oceanographic Education Center which would draw from the rich resources of the world famous Woods Hole Oceanographic Institution.

The Falmouth Schools intend to develop a center which would draw together personnel and materials relating to oceanography to provide a "unique and exemplary" program drawing from the fields of oceanography and marine science. It is planned that students, teachers, citizens and interested educators would find here teaching material, exhibits, programs and courses which would serve as a model to the rest of the country in this important field.

READING

Activation of Reading Supervisory Staff

The introduction of reading supervisory personnel at the State level materialized as a direct result of action by the 88th Congress when it amended and expanded the provisions of the National Defense Education Act in 1964. Four reading supervisors were appointed to the Bureau of Elementary and Secondary Education during the fiscal year. Two supervisors began Department service during August of 1965. Two additional specialists joined them in the spring of 1966. The inclusion of reading personnel on the Department's staff is significant in that it marks the first time that the State has provided reading supervisory services to local public school agencies.

There is national evidence that state-and territorial-wide supervision of local reading programs has grown dramatically within the past year. As late as March of 1965, thirty-one states and territories out of a total of fifty-five, did not employ a person with responsibility in this subject-matter area.

Twelve months later, twenty-six states and territories have employed thirty-nine new supervisors of English and/or Reading to assume partial or total responsibility for the improvement of reading programs in the public schools.

Title III Funds and Related Supervisory Responsibilities

While some Title III funds supported the administration and supervision of Title III, the major portion of the funds was assigned to the acquisition program based on projects submitted by the local communities. In order to qualify for participation in the acquisition program this fiscal year, local educational agencies were required to develop a long-range plan for the improvement of instruction in the critical subject for which they sought reimbursement. In addition, it was mandatory for each project to be specifically related to some aspect of long-range plan.

The demands made upon the services of the reading supervisors were considerable as local public school educational agencies proceeded to develop long-range plans and projects for the improvement of reading instruction. It was necessary to visit some school communities more than once in order to assist them with the revision of a long-range plan or project prior to acceptance by the reading staff. One hundred and twenty-three supervisory visits to local school agencies were partially or wholly devoted to small - or large-group discussions with local school administrators and teachers relative to Title III long-range plans and projects. Program coordination, curriculum, materials, equipment, facilities, in-service training, and evaluation were included among the topics reviewed during meetings with local personnel. One hundred and eighty-four reading plans and projects were approved and accepted. Funds encumbered totaled $182,221.64.

School Visitations

Two hundred and eighteen school visitations were made to approximately one hundred and sixty cities, towns, and regional school districts throughout the Commonwealth. As has been stated before, many of the visits were made in response to one or more requests from local school administrators and teachers. Some visits were designed to provide consultative service on the improvement or initiation of reading programs. Other school visits afforded opportunities to observe and evaluate reading programs in action. In some instances, both objectives were achieved during a single visit.

In-Service Training Programs

In-service training programs are vital components of any effort to improve instructional programs. The reading staff cooperated with local school districts and with other members of the Department's staff in the development of reading workshop programs to meet the individual needs of local school districts.

Localities served through the workshops were: Acushnet, Athol, East Longmeadow, Sturbridge, Union #25 (Ashfield, Cummington, Goshen, and Plainfield), Union #31 (Halifax, Kingston, Pembroke, and Plympton), and Southern Berkshire Regional District (Alford, Egremont, Monterey, New Marlboro, and Sheffield).

Approximately three hundred and fifty school administrators and teachers participated in the workshops.

Professional Liaison

Supervisory responsibilities demand liaison with other professionals in the field. Members of the reading staff were authorized to attend three national conferences and two regional conferences. They also attended several conferences, workshops, and meetings within the state. Attendance at these gatherings proved to be most valuable to the members of the staff particularly from an in-service point of view.

The staff endeavored to actively support the educational efforts of other professional groups. The staff is represented on the executive boards of the North Shore Council of the International Association of Reading and on the Greater Boston Council of the same association. It was represented on the board of the New England Reading Association and on a panel for the annual conference of the same association.

Members of the staff addressed the Middlesex Principals Association, the Berkshire Principals Association, the Lancaster Teachers Association, and the Burlington Meadowbrook School Parent-Teacher Association. A member of the staff served as discussant to a sectional meeting for third and fourth grade teachers at the annual conference at Worcester State College.

Summary

The reading supervisors are of the opinion that the staff made some inroads into the improvement of instructional programs throughout the State during its initial year of operation. School activities reveal some promising trends:

1. Interest in strengthening programs to include a K-12 sequence
2. Recognition of need for articulation, both vertically and horizontally
3. Concern for curriculum improvement
4. Efforts to provide for the needs of individual students
5. Awareness of the desirability of using a team-approach to the diagnosis and correction of reading cases

Staff activities sustain some on-going concerns:

1. Pre-service and in-service training of teachers, reading personnel, and school administrators
2. Certification standards for reading teachers and supervisors
3. Limited supply of qualified reading personnel
4. Ways of initiating, implementing, and appraising some basic research.

The staff has initiated plans to establish an Advisory Council. This group should serve as consultants to the reading staff concerning activities the State might undertake to improve reading instruction in several directions, including the ones just described.

The door to an exciting new epoch in the history of the teaching of reading has swung wide open. It offers interesting challenges but places heavy new responsibilities on those who teach reading in all subjects and at all levels. We must be prepared to accept the challenges and to assume the responsibilities assigned to us.

GEOGRAPHY

Highlights of the Year

On August 16, 1965 the first two Title III supervisors for geography began the implementation of the State Plan for the improvement of geography as a segment of the NDEA.

The participation of the discipline of geography for matching funds under the NDEA.

The decision of the High School Geography Project to conduct year long school trials in Massachusetts schools during 1966-1967.

The inauguration of an informal workshop program of teachers of geography and the social studies.

The Urban Geography Session held at the Massachusetts Teachers Association Conference on Urban Education.

The attendance by one of the geography supervisors at the first National Foreign Policy Conference for Educators sponsored by the United States Department of State.

Title III Activities

This past fiscal year marks the first year that Title III NDEA funds became available for the improvement of geography instruction within the public schools of our country. The Title III geography supervisors processed projects, the federal amount of which came to $90,425.61. This federal figure represented one hundred fifty-three different Title III projects in geography at both the elementary and secondary level. Apparently the concept of a specially equipped geography room or laboratory has not yet established itself in the educational programs of the Commonwealth. This whole area of special geography room is one that the supervisors can be working on for several years to come.

Since geography came under NDEA for the first time this past year, and since the long-range plan requirement for NDEA project approval also was inaugurated this past fiscal year, the geography supervisors made one hundred twenty-six calls to schools to aid the local authorities in planning their NDEA geography programs.

School Visitations

As mentioned above, the geography supervisors made one hundred twenty-six calls on schools to aid the local authorities in the development of their long-range planning for Title III NDEA geography project approval. In addition to these visits, regular supervisory and classroom visitations were conducted. The two

geography supervisors conducted one hundred fifteen school and classroom visitations in addition to the specific calls relating to NDEA activity. Total school visitations for all purposes came to two hundred forty-one calls representing one hundred sixty-five different communities or regional districts and all grade levels of instruction 1-12.

Workshops

Instructional services in the form of geography workshops were instituted this past year. The workshop session was purposefully kept on an informal basis. It was hoped that by many short informal sessions this first year of operation that a maximum of teachers could be exposed to the major concepts and techniques of the "New Geography." It is anticipated that ideas planted during this first year of operations will result in more extended and formal workshops (conducted by successful teachers and professional geography consultants) during subsequent years. It is gratifying to record that towards the end of the present fiscal year four requests for formal, extended NDEA sponsored workshops in geography have been received by the geography supervisors. Two such workshops are currently being planned for implementation in the fall of 1966.

Informal workshops have been held in twenty-seven communities and four colleges. Such workshops have brought the need for expanded geographic knowledge to the attention of approximately one thousand eighty teachers and prospective teachers.

The entire realm of pre-service workshops for social studies teachers in undergraduate and graduate programs is one that needs a good deal of thought and planning for the future. Here is a rich resource of minds that have not been welded into any one modus operandi of teaching methodology. Few social studies majors are exposed to more than six semester hours of geography, some do not have any formal preparations. Pre-service workshops in colleges is a vital service that can be rendered by the supervisory staff of the State Department of Education. In addition to the workshops devoted solely to geography, the two supervisors also participated in curriculum workshops of which geography played an integral part. In such conferences or curriculum workshops, geography was accorded ample time on the program.

Perhaps the best exposure given to the discipline was at the Urban Conference sponsored by the Massachusetts Teachers Association held on January 10, 1966 at the Hotel Somerset in Boston. The geography supervisors were requested by the M.T.A. to spotlight the contributions urban geography might hold for the social studies curriculum.

The supervisors were fortunate in acquiring the services of Professor Arthur Getis of Rutgers to explain the Urban Unit of the High School Geography Project. An entire suite was devoted to geography at the conference and the image of geography as a discipline was greatly enhanced through the presentation of Professor Getis.

At this same conference closed circuit television was employed to showcase a geography lecture by a Master-Teacher that could be piped into several classrooms of a school system.

Through the good offices of Dr. Clyde Kohn, Chairman of the Department of Geography at the State University of Iowa and Dr. Kennard Rumage, Professor of Geography, State University of Iowa, a video tape of Professor Rumage's lecture on "The Internal Structure of Cities" was run for the conferees.

Later in the year Dr. Roger Kasperson of the University of Connecticut gave a presentation of the High School Geography Project to a social studies workshop being held for teachers in the South Shore region. Professor Kasperson highlighted especially the unit on political geography that he is developing for H.S.G.P. and which was being given classroom trials in the Worcester and West Boylston areas.

Publications

The two geography supervisors collaborated in the authorship of an article for a pamphlet devoted to the conservation theme and jointly sponsored by the Massachusetts State Department of Education and the Massachusetts Audubon Society. The article is entitled Man and Land in Massachusetts and it approaches the modification of physical phenomena as a product of the cultural view of the environment. The Resource Concept is traced from Colonial times to the present. Several thousand of these pamphlets will be distributed to junior and senior high schools in the fall of 1966.

Research

Both Supervisors of geography sat in on several of the planning sessions of the High School Geography Projects devoted to development of the "Political Unit." These meetings were held at Clark University and were presided over by Professor Cohen, Warman, and Kasperson.

Observation of the field trials of the unit were conducted and findings and recommendations passed on to Dr. Roger Kasperson, the unit author for his evaluation.

As the fiscal year closed we were informed by the High School

Geography Project that Massachusetts had been selected as one of the states in which a cluster of five schools would begin teaching the complete H.S.G.P. course based on the settlement theme. The five schools selected were:

1. The Mount Herman School, Northfield. (Private school for boys.)

2. The Dana Hall School, Wellesley. (Private school for girls.)

3. Atlantic Junior High School, North Quincy.

4. Framingham South High School.

5. Diamond Junior High School, Lexington.

These school trials will be followed with great care by the supervisors during 1966-1967. (It is noted that both of the department supervisors served as experimenting and co-operating teachers for H.S.G.P. in 1962-1963.)

HISTORY

Prior to July 1, 1965, supervisory services for history were available to local schools on a limited basis. General supervisors in elementary and secondary education served as social studies consultants to those schools requesting their service. After July 1, 1965, the Massachusetts Department of Education expanded its service to local schools and two supervisors in education (history) were added to the Title III staff. This new service made it possible for the Department of Education to strengthen its role of leadership in helping schools develop programs to improve instruction in history.

During this first year, the supervisors allotted approximately sixty per cent of their time to consulting with and advising local school personnel concerning long-range planning and project development. They made more than two hundred visits to local schools for the purposes of: disseminating information about the Title III program, assisting with curriculum revision, evaluating programs, and consulting with school personnel about the development of instructional facilities and effective teaching methods. These visits also served as a means by which the supervisors could evaluate the school district's degree of sophistication in curriculum development and determine the kinds of materials and equipment that would be useful to update and enrich the program.

Project Proposals

As a result, one hundred and twenty-two school systems submitted applications for participation in the Title III program.

One hundred and ten of these submitted projects for funding and twelve submitted long-range plans without project proposals. The one hundred and ten systems that did participate in the acquisition program submitted a total of one hundred and sixty-three projects with an expenditure of $116,875.73 in matching funds.

This degree of participation in the Title III program points out the need for continued emphasis on updating and enriching the history curriculum at the local level. There are three hundred and eighty-nine school districts in the Commonwealth of Massachusetts, two hundred and ninety-eight of them participated in the acquisition program and thirty-seven per cent of the latter group submitted history projects.

Discussions with local officials indicate that a majority of them consider history a critical subject because of its important contribution to the total educational process and because there has not been a recent major revision for history programs. Therefore, many systems have delayed attempts to make major changes as they are waiting for results from current research such as that being conducted under the auspices of Project Social Studies. However, many systems have decided to take a hard look at their current program and improve it as much as possible. Therefore, most of the project applications have involved expenditures for supplementary and reference materials and overhead projectors.

The need for assistance and direction in the development of programs, the need for greater articulation among grade levels and the improvement of teaching methods are the major problems in the area of history.

Workshops

An awareness of these needs has brought about two in-service workshops for teachers. They were conducted by the state supervisors for history and involved consultants from colleges, persons involved in research programs, state department supervisors, and local school personnel involved in innovative programs. The first was an eleven-week workshop for teachers of history, geography, and civics. It was held at Plymouth in Southeastern Massachusetts and concentrated on the development of programs of instruction.

The second, a two-week nine-day workshop, was held at Longmeadow, in Southwestern Massachusetts, and concentrated on teaching methods. In addition, a day-long seminar was held for administrators and department heads for the purpose of exploring the use of a laboratory approach to the teaching of history. The history supervisors also participated in twenty-six in-service workshops at local school systems.

Innovative Programs

The supervisors tried to promote the expansion of effective teaching practices by encouraging inter-school visitation. Those schools with innovative or exemplary programs have been contacted and have extended an open invitation to any school system that might wish to observe their program. Some of the schools with innovative programs are:

Amherst-Pelham Regional High School. American History course was developed using local and state historical sources. Emphasis is placed upon the methods of the historian and inquiry rather than the acquisition of facts.

Dalton. Wahconah Regional High School. Slow learners are taught history by a reading specialist.

Hamilton-Wenham Regional High School. Two teachers have developed their own units and source materials for a case study approach to history.

Framingham. Charlotte Dunning Elementary School has a well-developed program using Greater Cleveland Social Studies Materials.

Williamstown. Mount Greylock Regional High School is developing a seventh grade history program using the tools of the historian and concentrating upon archeology as a means of discovering history. The teachers have seeded sites with artifacts and after the students have uncovered these artifacts they reconstruct history.

Bolton. Nashoba Regional High School. The history and English department heads have developed a team teaching approach to the study of world history. This is an honors course built around a study of world history and world literature.

Lexington. Diamond Junior High School is experimenting with games developed by Educational Services Incorporated.

Newbury. Primary grades are using graded social studies materials.

Newton High School. Tenth grade history course was developed with cultural anthropology as the structure.

Newton. Meadowbrook Junior High School is testing junior high materials in American history that are being developed by Educational Services Incorporated.

Weston High School. Eleventh grade course is being developed with anthropology as the core.

Braintree. Grades 9-12 - a cored program built around English and history and incorporating art and vocabulary building. This program uses a cooperative team approach with enrichment for bright pupils.

Summary

A liaison has been established with several institutions of higher learning for the purpose of: developing greater articulation between the secondary school and the college, finding out more about the research being conducted at these institutions, and exploring the need for revising certification requirements for history teachers. Liaison has been established with the following institutions:

Amherst College - Van Halsley, Associate Dean of Admissions
Tufts University - Lincoln Filene Center - Dr. John Gibson and Dr. Wyman Holmes
State College at Boston - Richard Hennessey
State College at Bridgewater - John Ferry, Chairman, History Department
University of Massachusetts - School of Education - Ambrose Clegg

The effect of NDEA can be measured in terms of the degree of participation in the acquisition program; however, there have been many outcomes that are not as easy to measure. Discussions with local officials indicate that NDEA has given impetus to K-12 curriculum reorganization and some schools have provided the means by which greater articulation among grade levels can be effected.

Finally, in an attempt to help schools realize ways in which they may supplement one federal program with other federal programs, the state supervisors have met frequently with the supervisors administering Title I, ESEA, attended state department conferences on Titles II and III ESEA, and served as teams evaluating Title III ESEA projects.

MODERN FOREIGN LANGUAGES

Title III NDEA

This 1966 fiscal year continued to be a highly successful one when viewed solely on the basis of financial assistance to the local schools. A total of 151 modern foreign language projects were recorded. The maximum federal reimbursement amounted to $326,991.85. Modern foreign languages ranked high in this area in spite of a distribution formula of basic allotments and

the addition of more critical subjects eligible for participation under Title III NDEA. The construction of new plant facilities stimulated a great deal of this activity.

Approximately twenty-five new language laboratories, some of them in junior high schools, have been or will be installed as a result of the planning, processing, and approval of Title III projects during the fiscal year 1966. In some cases these new installations represented a second facility to accommodate increasing numbers of modern foreign language pupils and to provide more frequent practice opportunities. A number of existing installations were expanded to full class size or were improved by the addition of recording facilities.

School Visits

The three foreign language supervisors visited approximately one hundred ninety cities, towns, and regional school districts for classroom visitations, consultations, and planning sessions. Dr. James R. Powers, Senior Supervisor of Education, Modern Foreign Languages, was on loan to the U.S.O.E. for a year. It is expected that the services of three foreign language supervisors will be at full capacity by February of 1967. The number of school visits has dropped slightly from the previous report since the latter part of the 1966 fiscal year left the Bureau with only two foreign language supervisors and they were often involved in long-range planning, team surveys, and Title III ESEA.

Workshop Program

The modern foreign language supervisors continued to provide leadership and direction with respect to in-service training for teachers of modern foreign languages. A concerted effort was made to use instructional personnel as consultants in the various in-service programs conducted.

Four one-week workshops on the instructional and equipment phases of the language laboratory were conducted in Belmont, Grafton, Holyoke, and Canton in the summer of 1965. A special workshop on the use of audio-lingual techniques and applied linguistics was held in Worcester just prior to the opening of school in the fall of 1965.

The 1966 fiscal year witnessed an extended workshop of thirteen sessions in Weymouth which provided both live and filmed demonstrations of audio-lingual teaching at various levels as well as considerations of problems in teaching intonation, structure, vocabulary, reading and testing.

Two workshops for administrators, foreign language specialists, and classroom teachers engaged in the administration and instruction of foreign languages in the elementary schools were held in Saugus and in Leominster.

A unique kind of in-service program was conducted by Mrs. Nicole (Tessier) Herrmann in French language followed by discussion periods conducted in either French or English. Some of the topics discussed were: History and Geography in French Civilization and Culture, Home and Family, Education, and Social Structures. Fourteen workshops of this type were held in the following communities: Framingham, Reading, Abington, Somerville, Brookline, Milton, Barnstable, New Bedford, North Andover, Ayer, Pittsfield, West Springfield, Deerfield, and Worcester.

Enrollments

The 1965-1966 survey of foreign language enrollments was conducted by the foreign language supervisors of the Bureau of Elementary and Secondary Education. Perhaps, for the first time in recent years the data represented a 100 per cent response.

Generally, the statistics revealed a definite and substantial increase in foreign language enrollments. We observed an increase of 15,836 over fiscal 1964-65 (enrollment figures for 1964-65 were incomplete and showed an increase of 10,119 over the 1963-64 enrollments.) The per cent of increase in total enrollments in Massachusetts public secondary schools in the fall of 1965 was approximately 2.8 per cent. The average increase in foreign language enrollments was about twice as great as the secondary school population growth.

The U. S. Office of Education 1960-61 survey of subject offerings and enrollments, grades 7-12 of public secondary day schools, showed that foreign language enrollments had risen to about 22 per cent of the total population. The foreign language enrollment in 1965-66 in grades 7-12 of Massachusetts public secondary schools was almost 48 per cent of the total pupil registration. Foreign language enrollments in Massachusetts seemed to be more than twice the national average.

French was the most commonly taught foreign language in Massachusetts public secondary schools; it was followed by Latin, Spanish and German. Foreign language instruction was given in two ancient languages and nine modern foreign languages.

Significant decreases were observed in the study of Latin. The 1965-66 survey revealed an increase over the 1964-65 figures, but a decrease of 3,551 from the 1963-64 statistics. Slight decreases were noted in some of the less commonly taught languages such as Polish, Hebrew and Modern Greek. Especially interesting was the increase in enrollments for advanced courses in grades 9-12 and the substantial gains in grades 7-8. This seemed to reflect the continuing attention given to earlier instruction and longer sequences in modern foreign languages.

The Massachusetts Advisory Committee on Foreign Languages

The Massachusetts Advisory Committee on Foreign Languages continued to assist this Bureau in recommending, initiating and cooperating in a number of important matters relating to foreign language and its teaching.

One of its most important recent contributions has been its help in the formation of a State Foreign Language Association. The newly-formed Massachusetts Foreign Language Association has worked closely with the Advisory Committee and the Bureau of Elementary and Secondary Education. Through the concerted efforts of these organizations a special conference on Continuity in Foreign Language Instruction was held at Wellesley College on April 30, 1966.

Conference on Continuity in Foreign Language Instruction

The primary aim of the conference was to stimulate the improvement of foreign language programs in the State. The meetings stimulated discussions among representatives of the various university departments, elementary and secondary schools, both public and private, who were involved in the progressive development and growth of foreign language students. The conference provided an open forum in which the four hundred fifty participants were given an opportunity to air their views and discuss the issues of the day.

The focus of the conference was on Continuity. It was viewed under the three broad areas of administration and supervision, curriculum and instruction, and placement and guidance. The reactions of the participants and speakers revealed that the conference was a success and it was generally recommended that this kind of program be continued in the future.

Equipment and Material Center

The need for a Center located in the immediate proximity of our base of operations has continued to remain unmet. A location, easily accessible to both the supervisors and teachers would save considerable time, provide for a better milieu for writing, a center for making or duplicating tapes, and serve more adequately the needs of foreign language teachers in the State. If quarters were large enough and centralized, such activities as lectures, demonstrations and workshops could be conducted satisfactorily. Our occupancy of the quarters at the Newman Junior High School, Needham has been terminated. The present quarters at Bridgewater State College have left a great deal to be desired for the existing facilities (the basement of the science building) are dusty and dirty, they preclude the making of tape recordings due to noise emanating from the blowers and heating system, there is no security for the storage of materials and equipment as the storage room cannot be locked.

ENGLISH

Fiscal 1966 was a year of some significance for English education in Massachusetts. The Commonwealth appointed two English supervisors whose primary mission was the development of programs under Title III of the National Defense Education Act.

In January, 1966 the English supervisor was charged with writing a brochure on how to formulate long-range plans for Title III, NDEA. The brochure was published on February 8, 1966. As of April 11, 1966 there were on file in the Department of Education 80 English long-range plans.

During fiscal 1966 the English supervisors visited schools in over 100 systems in the Commonwealth, spoke before various groups, participated in four school surveys, and assisted in the evaluation of more than 30 Title III, ESEA projects.

English supervisors were involved in the orientation of two groups of visiting foreign educators: a group of Fulbright administrators from S. E. Asia and a group of teachers from Costa Rica.

On May 23, 1966 in conjunction with the Bureau of Certification and Teacher Placement the English section sponsored a conference for educators to study the certification requirements of English teachers.

SPECIAL PROGRAMS FOR DISADVANTAGED CHILDREN

UNDER CHAPTER 650 OF THE ACTS OF 1964

The following communities were funded in the amounts indicated for approved projects during the fiscal year 1966:

"School to Employment Program" - Arlington
Date Approved for Payment: December 1, 1965
Reimbursement: $5,422.07

"In-Service Course for Teachers" - Boston
Date Approved for Payment: May 12, 1966
Reimbursement: $1,100.00

"Work-Study Program" - Easton
Date Approved for Payment: November 15, 1965
Reimbursement: $2,770.10

"Project Booster" - Holyoke
Date Approved for Payment: November 4, 1965
Reimbursement: $1,975.00

"Sharon Educational Opportunity Class" - Sharon
Date Approved for Payment: December 10, 1965
Reimbursement: $8,457.31

"Project in Human Relations and Education of the Culturally Disadvantaged" - Springfield
Date Approved for Payment: March 30, 1966
Reimbursement: $1,466.00

The following communities have projects that were approved in the amounts indicated and will be funded upon receipt of final reporting:

"Operation Field Trips" - Boston
Reimbursement: $4,872.50

"Operation Second Chance" - Boston
Reimbursement: $1,000.00

"Project Up Grade" - Salem
Reimbursement: $2,575.00

Reimbursements represent 50% of total project commitments.

The total amount funded under Chapter 650, Acts of 1964,

was $21,190.48.

The total amount approved for projects under Chapter 650, Acts of 1964, as yet unreported in terms of completion is $8,447.50.

The total for all projects both completed and pending under Chapter 650, Acts of 1964, is $29,637.98.

Chapter 650, Acts of 1964, states in part, "Before we can hope to equalize educational opportunity for these children and youth who have become known as 'The Disadvantaged', we must, in fact, provide better than equal services. The identification of such children and youth and the development of special programs to enhance their maximum educational growth constitute the essential goals of this legislative enactment."

The philosophy and purpose of the Act represented a "giant step" in terms of educational advance in the Commonwealth. Community response was enthusiastic, and programs were in the planning process with a considerable number of school departments. Certain of such programs, as noted, were submitted to the State Department of Education, were approved, and were funded.

The advent of the Elementary and Secondary Education Act of 1965, Title I, which in large measure makes possible many of the services and activities previously indicated under Chapter 650, plus certain additional features, and this in terms of a "one hundred per cent grant" as contrasted with "fifty per cent reimbursement," closed the door for the most part on further practical operation of programs under Chapter 650. No continuing legislative appropriation of money under Chapter 650 permits further fundtioning in compensatory education funded at the state level.

EDUCATION OF DISADVANTAGED CHILDREN UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT of 1965 -TITLE I

In the foreword of "Guidelines: Special Programs for Educationally Deprived Children" it is stated in part:

> "Title I of the Elementary and Secondary Education Act of 1965 authorizes Federal support to local public educational agencies for special educational programs for educationally deprived children in attendance areas where low-income families are concentrated. Its aim is to help broaden and strengthen education for the children of poverty, wherever they may be found -- in public schools, in private schools, or out of school . . . . State and local educational agencies are urged to give prompt attention to the initiation of quality programs for this first year, including the summer months of 1966."

The Elementary and Secondary Education Act became effective nationally April 11, 1965. On September 23, 1965, appropriations were made available to the states and territories.

During the latter days of September, 1965, conferences were held in Wellesley and in Chicopee. All superintendents of schools were invited to attend one or the other of these, for the purpose of receiving basic information from both Federal and State sources relative to the fundamentals of philosophy behind the legislation, and the structure and application of the Act, and the procedure for initiating programs at the community level for educationally disadvantaged children.

The Coordinator of Title I, ESEA, projects for Massachusetts and his Assistant have held a series of clinics for superintendents and others involved in project construction to treat most questions of project development.

Supervisors assigned to Compensatory Services have met with superintendents and staff members in communities throughout the State for the purpose of assisting in the construction of projects and programs under Title I, ESEA.

Those local educational agencies that elected to participate in Title I project activity did so with enthusiasm and

real purpose. Although generally there was little manifestation of the innovative, from a national point of view, much that was accomplished in the local educational environment was a first attempt to satisfy a need high on a priority listing of such needs.

Better than 80% of all projects were concerned with a concentration in the area of language arts -- more essentially in the subject of reading. The vast majority of all projects involved children in the elementary grades.

Pre-school projects were popular with the emphasis on reading readiness and psychological services.

A work-study program was developed with projects at the secondary level in a number of communities.

Guidance-type activities were written into a significant number of projects, with most of these projects involving elementary-age children.

Other Title I project concerns were with:

Home-School Relationships
Feeding and Clothing
Health
Cultural Enrichment
School Year Extension
Self-Help Programs
Outdoor Education
Speech Therapy
Industrial Arts
Diagnostic Guidance and Education for the Handicapped
Science Enrichment

Academic(various)Remediation
Field Trips
Teacher In-Service Experience
Innovative Procedures
Physical Education
Skills and Appreciations(Arts)
Non-English Speaking Groups
Library Resource Development and Use
Home Economics
Improvement of Study Techniques
Motivation of Learning

Use of Mobile Learning Laboratories

Summer programs were popular. The ready availability of staff and facilities enhanced this tendency toward "vacation-time" activities. After-School and Saturday projects were thought advantageous in meeting needs in several communities. Here, also, with these programs, space and instructional personnel were more easily obtainable.

PROBLEM AREAS AND RECOMMENDATIONS

Public-Private School Effort

The nature of the Constitution of the Commonwealth and certain aspects of its General Laws place, at this writing, some shadow of doubt on the legality of various cooperative educational efforts between the public and the private schools of the Commonwealth. There is need at this point for sharp definition and clear interpretation which, hopefully, would make possible joint activity and cooperation among all schools to the end that all young people who are educationally deprived may be served to full advantage.

Personnel Availability

The "teacher shortage" becomes painfully apparent at the time when project communities are endeavoring to procure personnel for instructional positions in Title I programs during the school year. It is almost impossible to obtain the services of specialists for projects operating between September and June. As has been noted, "other-than-school" time has been used so that teachers and specialists may be available "after hours" for additional responsibilities. The real answer to this problem is probably a long-range one, namely that of bringing into the teaching profession a quantity of competent young persons who may, one day, serve in sufficient numbers to meet the need. A return to the profession on a part-time basis of former teachers, if they could be so encouraged, would help.

Operation "Late Start"

The entire program, ESEA, Title I, was late in launching. First projects were not approved for operation in Massachusetts until late in the fall of 1965. Nationally the first fiscal year of operation might be termed a crash program. It could be to the credit of the Commonwealth that the State Department of Education considered quality in its projects and refused to be simply an issuing depot for public funds. It is hoped that the measure of success within the State of Title I operations might be in terms of this same factor of quality and not be dollars spent -- or not spent. The easy way would have been to loosen the purse strings and invite the participating public to partake at will. The more difficult, yet ultimately more rewarding way was to build into each project a philosophy that was well conceived, objectives that were well planned, and an operating procedure that was both purposeful and practical. This latter course, we believe, is the intent of the Act.

Non-Participating Communities

It is regretted that some communities did not avail themselves of either a major portion or any portion of their maximum basic grant. Of the 351 communities in the Commonwealth with potential eligibility for participation, 26 had no basic grant, 191 presented projects for approval and had them approved, and 134 communities did not participate. A total of 302 projects were approved for the fiscal year 1966. A total of $2,215,168.00 remained untouched by the 134 communities which did not participate. Again, as previously noted in this report, no community was without opportunity for assistance in the preparation of projects. Reasons offered for non-participation were various and, in general, are noted as follows:

a. Difficulty in determining high-concentrations of economically deprived (target areas)
b. Amount of basic grant did not justify the effort involved in preparing a project.
c. A reluctance to participate in a Federally supported program.
d. Difficulties in obtaining staff for project operation.

Integration of Title I Activities with Whole School Program

Some projects were "dangling appendages" to the total educational program in a school system. For example: In a project involving a counselling effort with pupils, the counselor may be viewed by faculty and pupils as dealing with a special group and is not available to work with other pupils or in other areas of need within the system. The counselor working exclusively in a Title I project will undergo growth only in those areas of experience relating to the services offered to the target pupils. It might be considered proper and appropriate, as far as possible, to bring any specialized or instructional service into close working relationship with various groups of pupils and with a number and variety of staff members. This could be accomplished on a "shared cost" basis and would permit the specialist to project himself as a member of the school faculty team, accomplishing in his function and performance results of benefit to a greater segment of the school population.

Other Title I activities have, in some instances, been the "poor relation" and have suffered attending indignities. Generally, however, as projects continued in operation, they were recognized as being a real and important contribution to the total educational climate of a community.

Limited Supervisory Staff at State Department Level
Two supervisors only were assigned supervisory responsibility during the first months of Title I operation. A third supervisor was added in the spring of 1966. It is recommended that additional supervisors be added to the staff and that increased secretarial and clerical assistance be made available.

The Elementary and Secondary Education Act of 1965 - Title I has provided new opportunities and new advantages to educationally disadvantaged children residing in areas of highly concentrated economic deprivation. The experiences of this year now past should improve upon the opportunities to secure increased advantages for disadvantaged children during the year now beginning.

TITLE III, ESEA

The Elementary and Secondary Education Act of 1965, has provided tremendous stimulus to education in Massachusetts and the rest of the nation. This is particularly true of Title III of this Act which provides the opportunity for local school people to obtain funds for innovative and exemplary ideas that would otherwise not be possible because of the severe financial strain existing at the local level. The total amount of money available to Massachusetts was $1,900,000 in 1966.

The role of the Department has been to stimulate the development of projects at the local level, and to help guarantee the highest possible quality as part of our overall goal of helping Massachusetts children and youth achieve quality education. A series of clinics was conducted at Department headquarters for several weeks prior to each submission date, and field clinics were provided when five or more communities in an area could send representatives. The obvious intent here was to guarantee total coverage for all those interested which would not have been possible if service were provided to individual communities.

The first submission period saw 14 projects submitted with one gaining final approval by the U. S. Office of Education, and several being recommended for re-submission. The second time period brought forth a harvest of projects from the seeds sown in the clinics, and some 43 projects were submitted. Of these, 20 ultimately were funded. These numbers attain greater significance when compared with the total submission of 95 for all the New England States.

The number increase over the first submission period is significant, but the quality increase even more so. This in no way reflects upon the people responsible for the first time period projects, since these were done within one week of receipt of the Federal Guidelines, and in fact, represented a Herculean effort. Successful projects ranged from a two-teacher, four-pupil research team to the planning of a planetarium-oceanarium-atmospherium.

The rate of project submissions achieved at the second time period continued into the third time period with 49 projects submitted. It is anticipated that 15-20 of these projects will be funded and once again the quality level of the submitted projects has remained high.

A valuable by-product of this section of the Act that has appeared is that several communities have combined to submit regional projects and several have established working relationships with personnel from related agencies such as museums and universities. Every indication at present is that these relationships will continue even in those cases where the projects were not funded.

In conclusion, this program, which may best be described as a foundation program funded by the U. S. Government, provides the opportunity for imaginative minds to create new programs, which may become prototypes for the rest of the Commonwealth.

BUSINESS AND OFFICE EDUCATION

In the Commonwealth of Massachusetts, the Bureau of Elementary and Secondary Education has the responsibility for the Business and Office Education Program under the Vocational Education Act of 1963 (Public Law 88-210). The program, in accordance with the State Plan, limits activities to public secondary education which is full-time for students who are older than fourteen years of age and have the ability to profit from the instruction and have as a matter of record a stated vocational occupational objective leading to employment in business or office occupations. This education has as its purpose the initial preparation of individuals leading to employment in business and office education.

The regulations, Guidelines and Application Procedures for Business and Office Education under the Vocational Education Act of 1963 (Public Law 88-210) were completed and distributed to the local school agencies for operation in early October. The local educational agency was responsible for initiating project applications for the acquisition of equipment, materials, supplies and textbooks. The choice of the project, the amount and type of equipment requested, was left to the discretion of the local educational agency. The Director, Assistant Director and the State Supervisor of the Bureau of Elementary and Secondary Education participated in the evaluation of the project applications, provided consultant services in connection with the planning, submission, and carrying out of the various states of the program.

The total amount of expenditures for business and office education projects was approximately $600,000. One hundred ninety-three local school agencies submitted proposals in the program and 208 public secondary schools participated. More than 65,000 business and office education students with a stated vocational occupational objective were involved in the program.

Although business and office education throughout the Commonwealth is well established in most areas, and will advance in the years ahead, the impetus has and will continue to come from the Department of Education. The Vocational Education Act of 1963 and the assistance of the Supervisor of business and office education has stimulated business educators, principals and superintendents of schools throughout the State to act more forcefully in this area of the curriculum. They appreciate the resources, workshops, consultations, leadership and cooperative services that are now available for them.

It is the consensus of opinion that the program rendered encouragement and service to the business and office education programs throughout the State with a resultant improvement on the part of many Superintendents of Schools towards fostering a well-balanced Business and Office Education Program in their system by improving the curriculum, instructional program, equipment and facilities and an increase in the enrollment participation in the business and office education area.

Providing Adequate Financing

Quality Education is in itself a costly process. Quality Business and Office Education requires a substantial investment in equipment for typewriting classes, for electronic shorthand laboratories, for various types of business equipment in use in the office, for machine laboratory classes, and for other

classroom equipment and materials upon which students will work and learn.

One of the complex problems is providing in occupational education the quality and quantity of equipment, and facilities to meet present and emerging needs in the work force. These are integral components of a quality program.

It is proposed, on the basis of the enrollment and the large numbers of persons in the vocational business and office programs in the Commonwealth of Massachusetts, that approximately one million dollars of the funds available under the Vocational Education Act of 1963 (Public Law 88-210) for fiscal year 1967, be allocated for use to improve and establish business and office education programs.

VISITS TO SCHOOL SYSTEMS

One hundred thirty-eight school visits were made. In addition to consultation with business educators and department heads, discussions of Business Education Programs and the Vocational Education Act of 1963, were held during these visits. Also discussions with 125 principals, 67 superintendents of schools, 18 assistant superintendents, 4 directors of curriculum and 27 guidance counselors were held.

OBSERVATIONS DURING VISITATIONS AND CONFERENCES

Most problems arising in the area of business and office education in the secondary schools throughout the Commonwealth of Massachusetts are related in one way or another to the curriculum. In a sense, therefore, the making of a suitable curriculum is a fundamental problem for business education. It is hoped, in the very near future, the Department of Education through its business and office education supervisory staff and the professional business education organizations will be of help in preparing, up-dating and revising the current business education curriculum. This will be of great value to school administraters and to business educators.

It is important to note that there will be an increasing demand by industry for personnel with business and office occupational training on the secondary level. It will require all personnel concerned to exert a constant effort to increase the level of sophistication of the training to meet the up-graded demands of this technological era with its rapid impact on industry. Business and office educators should know how many and what kind of jobs are available in their local and related communities and how many students are qualified or will be qualified to fill these jobs under present conditions. The local school personnel and representatives of industry must cooperate and communicate if these demands are to be met.

The state supervisory personnel can be of great assistance in facilitating this communication by having an active liaison with members of business at all levels including industry, business, research and development, college personnel and the professional societies.

ACTIVITIES

The activities of the business and office education supervisor were many and varied, from supervising educational activities and programs in the area of business and office education in the public schools of the Commonwealth, to representing the Department of Education at conventions and meetings of educational, civic and other organizations through addresses, exhibits, committees, and other activities and also working cooperatively with the personnel of the Bureau of Vocational Education in administering the provisions of Public Law 88-210 for business and office education.

PROJECTION

It will be necessary for the State supervisory personnel to provide liaison between the public school agency, a considerable amount of in-service training, via seminars, workshops and conferences, for the current personnel to help familiarize and prepare them for new programs and information which will be initiated in their local communities.

It is anticipated that a new set of Regulations, Guidelines, and Application Procedures for Business and Office Education under the Vocational Education Act of 1963 (Public Law 88-210) for the fiscal year 1966-1967 will be completed and ready for distribution in September or early fall.

It is also anticipated that additional supervisory personnel in business and office education will be needed to administer this program adequately and sufficiently.

ACADEMICALLY TALENTED

Efforts to meet the needs of academically talented pupils are being made at all levels of education. During the past year five objectives were established in an attempt to meet the needs of academically talented pupils throughout the Commonwealth. The objectives were as follows:

1. to expand our consultative services to local school districts
2. to organize and hold a state-wide conference for administrators, teachers, and university personnel on academically talented programs
3. to publish various materials on academically talented programs for distribution to all school districts and interested professional and lay personnel
4. to assist the colleges and universities in the state to develop teacher-training programs for teachers of the academically talented
5. to structure and distribute a comprehensive questionnaire to gather specific information and data to be used for long-range planning of programs for academically talented pupils.

CONSULTATIVE SERVICES

One of our main functions was dissemination of information on programs for academically talented pupils to the various school districts. Approximately one hundred and thirty local school districts were visited by the supervisor for the programs. Twenty-one cities and towns agreed to pursue a self-assessment program of their needs for formal academically talented programs in future years. Ten additional local programs have been formalized this year through our consultative services. Our consultative services consist of assistance in study of needs for programming, for identification of pupils, for curriculum materials, and for evalution of existing programs.

CONFERENCES

The first annual State Conference on Academically Talented Programs was held at Boston College on March 17, 1966 with over five hundred professional personnel in attendance. Dr. J. Ned Bryan of the U. S. Office of Education was the keynote speaker. The state conference was followed by four tw0-day regional workshops held on the campuses of the State Colleges at Framingham, Salem, Worcester and Westfield. These were designed

to bring specific information on academically talented programs to the grass roots level. These workshops were staffed by well-known consultants and attendance ran very high at each one of the workshops.

The Senior Supervisor also attended the National Conference on the Role of Demonstration Centers in Educational Change at the University of Illinois in March 1966. As President of the National Association For Gifted Children, the Senior Supervisor presided over the national conference held in Omaha, Nebraska during April 1966. Tentative plans have been made to hold the state conference and five additional regional workshops throughout the Commonwealth next year.

PUBLISHED MATERIALS

Twenty-eight pieces of material ranging from materials on identification of pupils to evaluation of programs have been published and distributed widely by the Department. A three-hundred page brochure on all aspects of academically talented programs and pupils is being developed for distribution to all school districts in the Commonwealth. A summary booklet of the proceedings at the state conference held at Boston College is being prepared for state-wide distribution.

TEACHER-TRAINING

Teachers being the key to good programming for academically talented pupils, the Department has been working with all of the state colleges, University of Massachusetts, Boston College, Northeastern University, and Simmons College to develop teaching training programs for teachers of the talented. Simmons College held an NDEA Institute during the summer of 1966 entitled "The School Library and the Academically Talented Pupil". The Department has cooperated in the organizing and planning of the project. Boston College has structured added course offerings for the training of teachers in this specific area and offered a three-day summer workshop for junior high school principals on academically talented pupils.

Northeastern University is planning a graduate level program in their school of Education for teaching training in this area. Additional course offerings have been implemented to assist the training in this big area. Various state colleges through their Divisions of Continuing Studies have added course offerings on academically talented programs and pupils. The University of Massachusetts will hold two three-day workshops in the fall of 1966 for guidance counselors working with academically talented pupils.

A comprehensive questionnaire has been distributed to all school districts in the Commonwealth and should gather together much needed information and data to serve as a base for long-range programming for academically talented pupils.

Much of the above-mentioned work has been carried on with a minimal amount of money appropriated by the Legislature. Chapter 651 of the Acts of 1964 calls for reimbursement to cities and towns on a matching funds basis. A minimum of $300,000 annually in the reimbursement account is necessary to carry on an appropriate reimbursement program in the Commonwealth. It should be very clear that if academically talented programs are expected to flourish in the Commonwealth, the reimbursement factor of Chapter 651 will have to be implemented by the Legislature.

ANNUAL REPORT

Bureau of Special Education

Year Ending June 30, 1966

Mentally Retarded Children

A not inconsiderable number of new classes for children retarded in mental development have been established during the past year. Summer recreational programs for these children have also increased both in number and in scope. In still another growth area, that of legislation, significant progress is reflected in the passage of several new laws affecting mentally retarded children. Chapter 221 of the Acts of 1965, for example, reads in part as follows:

> ". . . the school committee of every city, town, or regional school district shall annually have an aptitude test administered to every child under its control who is between the ages of seven and sixteen and who has been ascertained to be mentally retarded. . ."

Chapter 701 of the Acts of 1965 states:

> "Any child who has attended a special class for the instruction of the mentally retarded . . . shall be permitted to continue to attend such class upon reaching age sixteen if his parent or guardian so requests."

Chapter 164 of the Acts of 1965 authorizes school committees to "hire instructional or administrative aides for assignments in laboratories and classrooms." An "instructional or administrative aide," as used in this law, "shall be a person who does no actual teaching, but acts as an assistant to the teacher."

The Bureau's Twelfth Annual Special Education Conference was held on Friday, May 20, 1966, at John Hancock Hall, Dorothy Quincy Suite, 180 Berkeley Street, Boston, before over 1500 special class teachers, school psychologists, principals, school superintendents, members of school committees, school nurses, and others concerned with handicapped children, under the general chairmanship of Dr. Philip G. Cashman, Assistant Commissioner of Education. Chairman of the morning session was Mr. John F. Murphy, Supervisor of Speech and Hearing Handicapped Children. After the invocation by Reverend J. David Walsh of the Catholic Guild for the Deaf, and the singing of the National Anthem by the entire assembly, Mrs. Patrice Gearan, a special class teacher in Fitchburg, gave a stirring rendition of Brahe's Bless This House. Following a greeting by Dr. Thomas J. Curtin, Deputy Commissioner of Education, Michael Fagos, executive director of the Springfield Boys' Club, brought us a most stimulating message, "A New Dimension in Recreation for Handicapped Children."

A lively and informative panel discussion, "Coordination of Local, State, and Federal Programs," was presented by Mr. Chris Grammaticas, Superintendent of Schools, West Springfield; Mr. Donald F. Snyder, Coordinator of a Special Education Project in the West Springfield Public Schools;

and Mr. Robert G. Shields, Principal of West Springfield High School. In a brief yet comprehensive historical review, the impressive growth of special education in Massachusetts was recounted by Dr. Cashman.

Participating in a commemorative presentation and demonstration, "A Tribute To Anne Sullivan," were Mrs. Rose M. Vivian, supervising teacher in the department for deaf-blind at the Perkins School for the Blind, and a pupil from that school, Miss Gayle Ann Saboraitis. In his scholarly treatise, "Providing Comprehensive Programs for Handicapped Children," Dr. T. Joseph McCook, Superintendent of Schools, Springfield, not only listed goals to guide us, but gave us, also, specific steps by which to achieve them.

Chairman of the luncheon meeting, attended by more than 500 guests, was Mr. Herbert A. Drew, Supervisor of Mentally Retarded Children. Delivering the invocation was Reverend Robert F. Smith, minister at the Memorial Congregational Church, North Quincy. In the luncheon address, "Perceptual Handicap: Etiology, Dynamics, and Treatment," Dr. Eric Denhoff, Medical Director of the Meeting Street School, co-director of the Governor Medical Center, and Chief of Pediatrics at Miriam Hospital, Providence, Rhode Island, provided a most illuminating overview of the newest area of special education.

The growth of the program is seen in the following figures for 1954-1965:

Number of Classes		Number of Pupils
1965-66	1020	13,962
1964-65	962	12,763
1963-64	842	11,768
1962-63	810	11,333
1961-62	773	11,112
1960-61	756	10,766
1959-60	719	10,002
1958-59	675	9,716
1957-58	635	8,804
1956-57	590	8,393
1955-56	515	6,670
1954-55	436	5,918

DEAF CHILDREN

Every class for the deaf and school for the deaf under the supervision of the State Department of Education was visited during the school year for the purpose of assessment and evaluation of programs as well as discussions of common problems.

Five staff meetings were held at the Department of Education with the Principals and Head Teachers of the Day Classes and Schools for the Deaf. Senator Kevin Harrington presented the following issues in the education of the deaf at the initial meeting on September 29, 1965: 1. Secondary education inside the borders of the Commonwealth; 2. the evaluation of oral versus manual methods for the teaching of the deaf child; 3. vocational and occupational programs. More than four hundred man hours of conferences, discussions, data gathering, and material evaluation and analysis preceded the conclusions and recommendations for action to aid the deaf.

Recommendations were made for action required on the following: otological and audiological testing of all children prior to their first birthday; appropriate sense training procedures to be initiated prior to age two and group learning situations to begin as soon as the child is able to participate; an individual correspondence program for parents of very young deaf children; annual testing by means of specified achievements tests; a combined approach school to be a part of the educational offerings for deaf children of the Commonwealth; day classes to function as diagnostic teaching centers accepting children in part or full time programs from ages two to five; all schools for the deaf to have as staff members a psychologist and an audiologist; a new school for the deaf utilizing oral education accompanied by finger spelling to conform to our principle that every deaf child should begin his education in an oral environment; provision of programs for the multiple handicapped deaf and expansion of the programs for mentally retarded deaf children; promotion of resource teachers for the deaf in high schools; requiring vocational high schools to accept deaf students with good vocational potentiality despite low grade scores in language functions; amending the law on University Extension programs to include deaf adults; increasing the staff of the Bureau of Special Education by two supervisors of deaf children to meet the demands of existing programs.

The supervisor of the deaf served as a recorder for each plenary session at the Audiologists and Educators of the Deaf Conference at Portsmouth, New Hampshire on September 23, 24 and 25th.

The supervisor of the deaf attended the Northeast Regional Meeting of the Alexander Graham Bell Association in Toronto, Canada from September 30 to October 2, 1965. An all day visit was made to the Metropolitan School for the Deaf in Toronto, which is similar to the Horace Mann Day School for the Deaf in Roxbury. The purpose of this visit was to obtain information on the policy of admission for students, certification standards for teachers of the deaf; transportation of pupils; curriculum, and programs for multiple handicapped deaf children.

The supervisor of the deaf actively participated in the annual Conference of Exceptional Children in April in Toronto, Canada, and presided at the annual meeting of the Division of Children with Communication Disorders. She served on the Governing Board of the Council for Exceptional Children as a representative of Massachusetts for the two day meetings.

The supervisor of the deaf was a member of a panel from the Bureau of Special Education which conducted a sectional meeting at the Essex County Teachers Association at the State College in Salem, on October 20, 1965.

On October 6, 1965, the supervisor of the deaf was a panel member with Dr. Philip G. Cashman, Assistant Commissioner, and other staff members at Cummington. This was a meeting of school committee members of Ashby Union #25, teachers, counselors, and therapists.

Under Federal Legislation, Public Law 89-313, the Boston School for the Deaf in Randolph submitted a proposal for a summer project in five parts: 1. the installation of loop systems in all the classrooms; 2. intensive summer language and reading programs for children needing them; 3. the expansion of the physical education program; 4. arts and crafts; 5. the initial study of infant behavior. The Clarke School for the Deaf in Northampton, proposed a Special Study Institute to initiate a Curriculum Evaluation and Development Program. This first special study institute will be directed toward reading and mathematics classroom materials, equipment, and techniques with the purpose of improving reading and mathematics skills of deaf children. The grade levels will range from Preschool through Grade 8, children aged 4½ to 17 years. The Horace Mann School for the Deaf in Roxbury, submitted an Enrichment Program for Students in a School for the Deaf. Special educational needs which this project has been designed to meet are: 1. a workshop for teachers, to provide the latest information, methodologies, materials and equipment pertinent to the development of spoken language in all classrooms for deaf children; 2. a Country Day Camp for a selected group of deaf children and hearing children involving camp activities and educational field trips in such a way that social interaction would be maximized; 3. a Trial Kindergarten Experience for young hearing impaired children to have the exposure to hearing children in learning situation; 4. Differential Diagnostic Examinations for children who present multiple problems; 5. the use of Induction Loop Systems.

Planning sessions and necessary steps were taken to open two new day classes for the deaf in Concord and Woburn in September 1966.

Blind Children

During the school year 1965-1966, 190 blind children from Massachusetts were enrolled at Perkins School for the Blind in Watertown, Massachusetts; two Massachusetts pupils attended the Oak Hill School of The Connecticut Institute for the Blind in Hartford, Connecticut; and two Massachusetts children attended The Roger Greaves School in Paoli, Pennsylvania, a school for mentally retarded-blind children. In addition, two children, also mentally retarded and blind, were enrolled at the Pollock School in Brookline, Massachusetts. By providing daily transportation, the Bureau of Special Education enabled three mentally retarded-blind children

to participate in a day program at the Hanson Greene unit of the Fernald State School.

60 blind children (braille students) were enrolled in public school programs with sighted children. Resource programs for blind children were conducted in public schools in Boston, Braintree, Malden, and Medford. In several cities and towns, blind pupils were enrolled in regular public school classes with braille instruction provided. Six braille students in Everett, North Reading, Reading, and Wakefield, were included in programs having the services of an itinerant teacher for blind children.

A full-time peripatologist (instructor of mobility for the blind), concerned exclusively with the training of school-age blind children, was engaged by the Catholic Guild for All The Blind. Through the Bureau of Special Education, sensory and mobility training was provided by this peripatologist for blind pupils throughout the Commonwealth.

Work has continued on the organization and inventory of this Bureau's central depository for braille books, large print books, and tape recordings. 490 braille book titles were requested. Of this number, 141 were obtained from the American Printing House for The Blind on Federal Quota; 73 titles were available from our central depository; 53 were borrowed from other states; 50 were purchased from other states; 35 were duplicated locally by The National Braille Press from out-of-state master copies; and 89 were produced either in braille or on tape by volunteer groups in Massachusetts. The balance was obtained from Recordings for the Blind Incorporated in New York.

The Supervisors of Blind and Partially Seeing Children and one of the itinerant teachers of visually handicapped children designed a questionnaire for blind children in public school programs at the secondary level. The data obtained from this questionnaire will provide valuable information concerning the preferred use of the various materials and services provided by the Bureau of Special Education, and will make it possible to assess more effectively the educational needs of blind students in public school programs.

A demonstration of the education of deaf-blind children was presented at the Twelfth Annual State Conference on Special Education. Miss Gayle Sabonaitis of Worcester, Massachusetts, a student at the Deaf-Blind Unit of Perkins School for the Blind, and her teacher, Mrs. Rose Vivian, showed that communication skills can be acquired by individuals with these multiple sensory deficits when adequate educational opportunities are provided.

The Supervisor of Blind and Partially Seeing Children attended a meeting of the Committee on Standardization and Accreditation of Services of The Blind (COMSTAC) held in New York City in the fall of 1965. Detailed plans on developing standards to improve services to blind individuals were formulated by agencies serving the blind throughout the country.

In June of 1965 the Supervisor of Blind and Partially Seeing Children attended the annual meeting of the American Association of Instructors of the Blind held in Salt Lake City, Utah. At this meeting there was a

valuable exchange of ideas concerning all phases of the education of the blind, with particular emphasis on facilities for the multiple-handicapped-blind child.

PARTIALLY-SEEING CHILDREN

During the school year 1965-1966, there were 25 classes for partially-seeing children in 11 cities and towns in Massachusetts. The programs have followed the trend towards increasing integration with regular classes and for the most part, have been cooperative type arrangements.

Four itinerant programs serving partially-seeing children are now in operation in the Commonwealth with 12 communities participating. The newest of these programs serves the towns of Reading, North Reading, Wakefield, and Woburn. These four communities share the services of a special teacher who provides materials and instruction appropriate for partially-seeing children. In this program the visually handicapped child has the social advantages of attending his neighborhood school and the academic advantages of the services of a special teacher. A fifth such program, which will serve both blind and partially-seeing students, will be in operation in the fall of 1966.

In addition, two itinerant programs for the visually handicapped children of eight communities were organized, but are not expected to be operative in September, 1966, due to the unavailability of trained teachers. Two other programs were adjusted according to trends and needs from a special class structure to a combination of resource room and itinerant teacher.

The number of partially-seeing children enrolled in regular classes with the use of large print books loaned by the Bureau of Special Education is now 260. Several of these children benefited from supplementary instruction periods with half the cost reimbursed by the state.

A program for the reproduction of large print text books and supplementary materials sponsored jointly by the Bureau of Special Education and the National Braille Press has been initiated at Walpole State Prison. Following nationally accepted guidelines, a group of prisoners at Walpole have accepted 19 assignments. National Braille Press and The Bureau of Special Education have provided three electric, Smith-Corona, large print typewriters for this purpose. The Bureau of Special Education also provides paper and bindings for the material reproduced. The work produced is of superior quality and it is hoped that this project will grow and that a greater number of projects will be accepted and completed.

An all day work shop covering the medical, educational and psychological problems of visually handicapped children, sponsored by the New England Professional Association of Workers for the Visually Handicapped was chaired by the Assistant Supervisor of Blind and Partially-Seeing Children.

The Supervisor and Assistant Supervisor of Blind and Partially Seeing Children participated as panel members covering the problems of visually handicapped children at Salem State Teacher's College and Southern Connecticut State Teacher's College.

The Assistant Supervisor of Blind and Partially Seeing attended the Annual Conference of the National Society for the Prevention of Blindness held in New York City in April, 1966. Problems of the multiply handicapped-visually impaired child, reading problems, and current medical research were presented in detail.

EMOTIONALLY DISTURBED CHILDREN

During this past year there has been a 45% increase in the numbers of emotionally disturbed children enrolled in special education programs under the provisions of Chapter 71, Sections 46H and 46I. For the two year period from July 1, 1964 to July 1, 1966, this represents a 268% increase.

As of June 1966, 260 children were receiving home instruction, 277 were in special classes for emotionally disturbed, and 135 were in integrated programs. A total of 672 therefore were sharing in the benefits of public school programs.

At the same time, 326 were in private schools approved by the Departments of Education and Mental Health, while 580 were in private residential schools, similarly approved, both within and without the Commonwealth.

During the year, 91 cities and towns provided home instruction for emotionally disturbed children, an increase of 26 over 1965. In similar fashion, 4 special classes were organized (a total of 27) and 90 integrated programs were structured (a total of 135).

The Departments of Education and Mental Health have now approved a total of 36 private schools, day or residential, or both.

A more critical analysis of the percentage increase in terms of programs for emotionally disturbed children conducted within the public school framework (C. 71, S. 46H), as compared with private day and residential placement (C. 71, S. 46I), reveals a significant trend. The numbers of children in private day school and residential placement increased by 59%, while public school programming for emotionally disturbed children has increased by the smaller percentage of 29%. Placement of emotionally disturbed children in private day schools has increased 61%. But, this past year has seen a limited increase of only 17% in the number of children enrolled in public school classes for emotionally disturbed children. In the coming year there will be renewed emphasis towards influencing the expansion of programs conducted for emotionally disturbed children within the respective public school districts of the Commonwealth.

PHYSICALLY HANDICAPPED CHILDREN

Each year presents a broader picture in the education of the physically handicapped child. It is no longer rare to learn that a child, who has never been in a formal school program, has been accepted in public school classes. This is due to an improved attitude toward the acceptance of the physically limited child into the regular school situation and also to the legislation making his transportation mandatory.

Special classes for physically handicapped children still serve a definite purpose; that of being the first step in a long range program for the child who can attend school but is not ready to be integrated with or placed in a normal school setting. These classes are not primarily grade or academically oriented but are geared to the individual so that he can progress and be successful at his own rate. The instructional needs are generally the same as for normal children, and it is advisable to follow a regular course of study, using the same teaching techniques found in regular classrooms.

Because the responsibility of a school involves more than providing academic instruction for the handicapped child, a good program will: (1) help the individual make a better adjustment to life, (2) help to develop his academic potential, (3) help the child learn to use his leisure time well, (4) help the child develop the ability to earn according to his capabilities, (5) help the individual develop into a person who accepts responsibility and contributes to his social group. We have such school programs in the Commonwealth.

Although the use of the home-to-school telephone is not new in the education of the physically handicapped child, requests have been received recently for approval of its use in hospitals where children will be confined for longer periods of time. Since there is no mandate for this type of instruction, these towns or cities should be commended for their willingness to offer the child as much education as he can accept in as realistic a manner as can be arranged.

Included in the program of providing education for the physically handicapped child unable to attend school are the recently organized classes for teen-age un-wed mothers. Working with a group named CENTAUM (Committee on Educational Needs of the Teen-Age Un-wed Mother) the City of Boston supervises three special classes for these young girls. We are currently meeting with administrators of the three private agencies, The Crittenton Hastings House, St. Margaret's Hospital and Evangeline Booth Memorial Hospital, to discuss the possibility of full time teaching programs at the agencies. Home instruction is also provided for girls living at home, on the basis of a completed physician's form requesting it. All the above-named programs may be included in our reimbursement program as stated under General Laws, Chapter 69, Section 29B.

The proper placement of the multiply-handicapped child presents a difficult problem at this time. Some of these children who have histories of severe physical handicaps might be helped if legislation can be obtained that will include placement in hospitals, sanatoria, and like institutions in addition to the resources we now have. The lack of this legislation is making it virtually impossible to educate some physically handicapped children properly.

GUIDANCE, PLACEMENT, AND FOLLOW-UP

The program of Guidance, Placement, and Follow-up in our public schools has made great strides during the past year. The curriculum materials have been completed and are being evaluated for final approval by the Department. In addition, copies of all known text materials have been

collected and are available for teachers and administrators to peruse upon request.

During the fall of 1965 and the spring of 1966, a curriculum development committee was formed in the greater Springfield area. This committee was composed of teachers and administrators from 17 communities and the total number of participants was 71. It is hoped that in September, 1966 that this committee will finish its project and be able to put into use the fruits of its labor.

As of the end of the 1965-1966 school year the following statistics were reported:

1. 73 classes for high school age special class children.
2. 57 school districts represented.
3. 96 towns included
4. 39 High Schools
   2 Vocational Schools
   19 Regional High Schools

In September, 1966, we will be opening 13 new classes in the following cities and towns:

Amesbury
Boston (3)
Chicopee
Hanover
Natick

Ayer
Brockton
Clinton
Marshfield
North Attleboro
Westport

During the month of March, the Legislature passed into law Chapter 72 of the Acts of 1966, concerning mandatory work-study programs in all school systems. Since that time 85 school systems have asked for specific information on this type of program. It is possible that as many as one hundred new classes could be in operation by September, 1967.

The occupational training law includes programs for trainable children as well as educable children and a few school systems are developing plans for a new type of public school program, a public school sheltered work training center for the more severely retarded youngster.

SPEECH AND HEARING

During the 1965-66 years there were 268 Speech and Hearing Specialists employed in 168 cities and towns throughout the Commonwealth. The greater portion of this supervisor's work hours was spent in visiting approximately 200 of these speech and hearing specialists and superintendents of schools, explaining in detail the regulations and guidelines for state reimbursed programs, and working out detailed solutions for specific programs. In almost all cases it was necessary to assist these specialists in working out a program involving not more than 100 children with each one seen twice a week during the school day for not less than twenty minutes.

Additional time was spent with superintendents of schools or their designees discussing proposed speech and hearing programs and structuring broad foundations to meet the needs of all children in the community.

Because recruiting new personnel is a constant problem, many workdays, evenings, and weekends were spent talking to the graduates and undergraduates at University of Massachusetts, Emerson College, and Boston University, detailing the advantages and importance of teaching in the Massachusetts public school systems. It is encouraging to note that almost fifty therapists joined our public schools during the past year.

An average of three hours a week was devoted to speaking at P.T.A. meetings, teacher in-service training programs, radio station interviews, parents' meetings and professional meetings and institutes.

The keynote of this supervisor's first year in the Department of Education was educating educators about speech and hearing.

APHASIC CHILDREN

The twelve months of fiscal year 1966 saw fundamental changes in the frame of reference of the education of aphasic children. A growing awareness throughout the nation and the world of the problems of children variously defined as "neurologically handicapped", "perceptually handicapped", "minimally brain damaged", or "suffering from central nervous system dysfunction" has resulted in the passage of laws and regulations in various states encompassing the educational, physiological, and psychological difficulties presented by such children.

From the standpoint of phenomenological description, "perceptually handicapped" children may be ranked on a continuum ranging from minor involvement to major involvement. At the less severe end are found children whose primary presenting problem is an inability to read which defies standard remedial reading techniques. Highly germane to this skill problem is the fact that many such children have extremely poor discriminative abilities visually, auditorily, tactilely, and even kinaesthetically. They seem to be unable to differentiate among forms which are similar in shape, among sounds which are similar in frequency, intensity, and quality, among objects which are similar in height, width, depth, and conformation, and among motor activities which are similar in angle of thrust and general composition. Additionally, the ability to "integrate" manifold sensory expressions into culturally meaningful wholes and to respond to stimuli with culturally acceptable motor performances seems somewhat impaired in these children.

Somewhat further along the continuum are those children who are afflicted with figure-ground problems and find themselves unable to inhibit responses to various stimuli outside of their area of primary interest and focus. Closely related to this anomaly are the conditions known as hyperdistractibility and hyperactivity - two labels which are known to classroom teachers all over the nation.

At the severe end of the continuum we see those children who are unable to modify their general behavior patterns to meet the group norms

and are consequently evaluated as "acting-out" or "emotionally-disturbed" children.

The realization that many of these children are suffering from neurological dysfunction primarily (although emotional components may be added secondarily) and that children classified as "aphasic" may be validly described as "auditorily perceptually handicapped" has altered the traditional approach to all aspects of the problem. Legislation has been filed to provide services to those children presently not included within the scope of Massachusetts laws. Should the bills pass, another group of handicapped children will receive the special assistance which is theirs by right of birth.

ANNUAL REPORT

Bureau of Teacher Certification and Placement

Year Ending June 30, 1966

Legislation affecting the Bureau of Teacher Certification was enacted and became effective during the year which

1. provided that non-citizens otherwise fully qualified under our law could receive temporary certification to teach the language of the country of their origin upon the request of a school provided they furnished proof of their filing a declaration of intention of becoming a citizen, (Chapt. 345 Acts of 1965)

2. permitted teachers exempt from the provisions of the certification law by virtue of their employment by a Massachusetts school committee before July 26, 1951, to apply for and be certified in whatever areas they qualify notwithstanding such prior service. (Chapt. 58 Acts of 1966).

These changes necessitated the assignment of David L. Fitzpatrick as Senior Supervisor thus leaving his position as Supervisor vacant and the Board of Education will appoint a person to perform these duties thus giving the Bureau a total of three professional staff members for the first time. This will assist greatly in relieving the work load which has been increasing steadily over the past several years. There is still need for additional professional staffing to do the work properly and the situation as far as clerical assistance has reached the critical state.

Our statistics over the last few years have been consistent in indicating that while the number of teachers being certified increases each succeeding year, the increase is not proportionately high enough to meet the demands of the ever increasing school population and the emphasis on quality education involving reduction of the pupil-teacher ratios, appointments of subject matter, remedial and guidance specialists and other reforms which spell personnel increase. The statistics further reveal an imbalance between the fields in which there are great teacher demands and the subject areas in which teachers are prepared. In other words, the teacher shortage in Massachusetts continues but it is more severe in some subject matter and in some geographical areas than in others. Parents and guidance counselors as well as others in secondary education who have influence on young people contemplating teaching careers and college admission and career advisors in higher education have a responsibility to the young people and to the profession to urge a careful survey of the opportunities in the education field as well as an

analysis of their own interests and capabilities in order that this occupational imbalance may be corrected.

The director and his assistant have been available for placement and certification interviews with teacher applicants and with employing authorities. They visited and consulted with appropriate authorities in 30 colleges having teacher preparation programs. They attended three regional and one national certification and teacher education directors program accreditation evaluations, attended meetings of the Massachusetts Teachers Association, Massachusetts Association of School Superintendents, Massachusetts Secondary Principals Association and the New England Association of Colleges and Secondary Schools.

TABLE I

Certificates Issued

Classification	1963-64	1964-65	1965-66
Elementary-(Kindergarten through Grade 8)	4457	4545	4158
Secondary-(Senior High School Junior High School Community College)			
English	1806	1764	1673
History	1165	1136	1011
Geography	89	86	73
Social Studies	1499	1595	1677
Mathematics	586	575	546
Chemistry	222	236	225
Physics	84	101	78
Biology	283	355	342
General Science	689	858	812
Earth Science	30	49	45
French	309	410	378
German	87	72	58
Spanish	90	125	106
Russian	19	20	20
Italian	16	7	9
Latin	134	124	93
Greek	11	11	11
Other Modern Languages	8	2	4
Special Subject			
Health and Physical Education	276	307	305
Health	6	23	25
Business Subjects	328	384	311
Home Economics	247	203	156
Industrial Arts	69	97	78
Reading	37	21	67
Art	164	227	119
Music	240	279	217
Speech	61	91	140
Driver Education	10	22	28
Special Class	96	146	148
Speech and Hearing Handicapped	22	36	59
Deaf	5	2	3

TABLE I (Continued)

Supervision and Administration	1963-64	1964-65	1965-66
Health and Physical Education	6	8	10
Health	1	-	-
Business Subjects	7	7	10
Home Economics	-	-	1
Industrial Arts	5	4	1
Reading	1	3	6
Art	35	41	33
Music	32	38	28
Speech	-	-	1
Driver Education	3	1	6
School Psychologist	-	24	59
Guidance Counselor	69	252	446
Guidance Director	16	74	100
General Supervisor	16	41	64
Elementary School Principal	147	206	185
Secondary High School and Junior High School Principal	157	215	184
School Librarian	40	40	47
Superintendent	18	34	19
TOTAL	13698	14897	14175

TABLE II

Teaching Positions Reported

Classifications	1963-64	1964-65	1965-66
Elementary			
Kindergarten - Grade 3	472	496	453
Grades 4-6	331	368	367
Grades 7-8	20	51	103
Combination of all grades	-	-	-
TOTAL	823	915	923
Special Schools and Classes	51	109	81
Secondary - (Junior and Senior High Schools)			
English	250	230	248
Mathematics	176	202	204
History	12	15	22
Social Studies	76	99	78
Geography	1	4	6
Chemistry	52	36	31
Physics	43	40	39
Biology	35	39	34
General Science	118	124	110
Latin	45	42	23
French	145	118	119
German	11	10	3
Spanish	58	44	43
Other Modern Languages	3	-	2
Russian	-	-	-
TOTAL	1025	1003	962
Special Subjects			
Business Subjects	87	75	62
Physical Education (Male)	38	55	58
Physical Education (Female)	85	62	71
Home Economics	38	49	38
Industrial Arts	77	106	113
Art	42	89	87
Music	64	94	116
Guidance	72	112	126
Speech and Hearing	-	-	7
Reading	56	121	107
Librarian	45	66	56
School Psychologist	-	-	9
Speech	-	-	28
Driver Education	-	-	3
TOTAL	624	829	881

TABLE II (Continued)

Teaching Positions Reported

Administration	1963-64	1964-65	1965-66
Superintendent and Assistant	20	27	40
Secondary - Senior and Junior High School Principal and Assistant	30	40	40
Elementary Principal and Assistant	42	43	44
Miscellaneous	36	17	39
TOTAL	149	127	163
GRAND TOTAL	2621	2983	3010

TABLE III

Individuals Certified	6898	9377	8514
Certificates Issued	13698	14897	14175
Waivers of Certification allowed	1412	1446	1386
New Placement Registrants	875	1325	1390
Teaching vacancies reported	2505	2983	3010

ANNUAL REPORT

BUREAU OF CIVIC EDUCATION

Year Ending June 30, 1966

The Bureau of Civic Education was created by legislative mandate on July 16, 1957. In its broad aspects, the purpose of the Bureau is to foster preparation for the duties of citizenship.

The very essence of civic education is to create an understanding of the responsibilities of citizenship and to perpetuate the democratic heritage of a government under law. Civic education has the purpose of preparing the individual for more active and knowledgeable participation in society, regardless of race, creed, color, or station in life.

This goal can only be achieved when tomorrow's citizens acquire an awareness of how, why, and in what manner the democratic process works. It means that our students must understand how government functions at all levels, how political decisions are made, and how the individual affects and in turn is affected by the political process.

To achieve its purpose, the Bureau has adopted the service concept in its relationships with the schools and teachers of the Commonwealth and has constantly endeavored to provide advice and assistance regarding teaching materials and methods, student activities, and procedures directed toward more affective citizenship. Several programs stressing better civic behavior have originated in the Bureau and have been well received by the schools and by public and private organizations devoted to the same goals.

It is with considerable regret that I report the termination of state service by Miss Margaret M. Gearan, who succeeded Dr. Thomas J. Curtin as Director of the Bureau of Civic Education. Miss Gearan had a distinguished career with the Department of Education.

SUMMARY

I. STATEWIDE PROGRAMS FOR STUDENTS

A. Student Government Day

This program conducted in accordance with Chapter 630 of the Acts of 1956 saw 448 delegates from public, parochial and private independent schools participating in Student Government Day on April 1, 1966. Student assignments were determined by the "Glass Bowl Drawing" held in the Office of the Governor on January 7, 1966.

The legislative recess called in the opening weeks of this year's session resulted in a curtailment of the "visiting day" program. Normally, eight consecutive Tuesdays are used for orientation and preparation of delegates for their roles on Student Government Day. The cancellation of two student visiting days and the teacher visiting day resulted in abnormally large groups of student delegates and teachers.

The continued interest in, and support of this program by the Constitutional Officers, the members of the General Court, and the many cooperative state officials helped to make the program a rich civic education experience for the young people of the Commonwealth.

As in past years, the inaugural ceremony was televised live and financed by WNAC-TV, WHDH-TV, and WBZ-TV in Boston, WWCD-TV in Springfield, WRLP TV in Greenfield, and WTEV-TV in New Bedford.

This bureau is most grateful to these stations for providing this educational highlight at no cost to the Commonwealth. We are also grateful for the financial support of the Massachusetts Teachers' Association, which sponsored the student luncheon, and the Massachusetts Civic League, which assisted in conducting the program and in underwriting the cost of vital teaching materials.

B. Student Government Exchange Program

This program is designed to enrich students' knowledge of town and city government, to encourage pride in their local communities, and to broaden their understanding of local and metropolitan problems.

During the 1965-1966 school year, one hundred and four high schools participated.

In addition to the exchanges arranged between town and city schools, two exchanges were effected on an experimental basis between regional school districts and larger towns with a representative form of town meeting. The schools involved found it to be a most meaningful educational experience and look forward eagerly to its repetition. This will enable the bureau to expand its present program and extend this experience to other school pupils throughout the Commonwealth. In recognition of outstanding programs, the Citizenship Committee of the MSSPA awarded citations

to the following high schools:

Stoneham High School
Diman Vocational High School, Fall River
Waltham Vocational High School
Shrewsbury High School
Hingham High School
Braintree High School
Northampton High School
Marlborough High School
Tantasqua Regional High School
Watertown High School
Hanover High School

C. Citizenship-in-Action Program

This voluntary program is conducted cooperatively with the Massachusetts Secondary School Principals' Association to encourage social service by pupils throughout the Commonwealth. The Citizenship Committee of the Massachusetts Secondary School Principals' Association screens the reports submitted by the principals and this year voted to give special awards for such services, under a grant from the Sears-Roebuck Foundation.

The Bureau of Civic Education organizes and directs this program, the Representatives of the sponsoring organizations present the awards to those schools selected as deserving of special recognition. The following high schools received citations for outstanding community services in 1965-1966.

Westfield High School
Weymouth High School
Central Catholic High School, Lawrence
Marian High School, Framingham
Newburyport High School
New Bedford Vocational High School

D. Massachusetts Youth Citizenship Conferences

This bureau, in cooperation with the State Colleges at Boston, Bridgewater, Fitchburg, Framingham, Salem, and Westfield, annually sponsors a series of high school conferences on a significant topic relating to civic responsibility. These conferences take the form of "grass roots" sessions for large numbers of students drawn from the geographical region around each of the participating state colleges. These intrastate meetings represent a preliminary step to the Northeast Regional Youth Citizenship Conference for selected schools from New England, New York, New Jersey, and Pennsylvania which is held in June at Tufts University. The same basic theme and conference structure is used in the intrastate and interstate sessions. The 1966 theme was "Individual Rights and the Public Welfare." Nationally known speakers were featured in the programs, which also provided for pupil discussion, in small groups, moderated by students from our state colleges.

The 1966 Massachusetts meetings were completely self-supporting as each school paid a registration fee of five dollars and each participant paid for his own meal. A total of 1,118 people participated in the six conferences. Attending were 865 pupils and 130 teachers from 96 high schools, and 15 faculty members and 103 students from the six sponsoring state colleges.

NOTE: Complete program details are available in this office.

E. Northeastern States Youth Citizenship Conference

The Bureau of Civic Education contributed to the basic planning of this interstate conference sponsored by the Commissioners of Education of the Northeastern States (New England, New York, New Jersey, and Pennsylvania) and their service affiliate, the Lincoln Filene Center for Citizenship and Public Affairs.

The conference format provides that ninety "teams," each consisting of an eleventh grade girl and an eleventh grade boy, and a faculty advisor, from ten secondary schools in each of the nine states, participate in this conference.

A grant from the Sears Roebuck Foundation made it possible to present outstanding authorities on the theme "Individual Rights and the Public Welfare." Group discussions were moderated by college students who had participated in our intrastate conferences on the same theme.

The following Massachusetts high schools were represent at the 1966 conference:

Oliver Ames High School, Easton
Chester High School
Lexington Senior High School
Waltham Senior High School
Dorchester High School
Revere High School
Masconomet Regional High School, Boxford
Southbridge High School
Ursuline Academy, Springfield
Holy Name of Jesus Central Catholic High, Worcester
Bishop Fenwick High, Peabody
Bishop Cassidy High, Taunton

F. Massachusetts Heritage Day

The Massachusetts Heritage Day program was instituted in October of 1961 to dramatize for adolescents of junior high school age the very important part this Commonwealth has played in the development of democracy and to enhance their understanding and appreciation of American ideas and ideals. The fifth annual Heritage Day was held at Plymouth on October 23, 1965 under the joint sponsorship of the Bureau of Civic Education, the Massachusetts Bar Association, Plimoth Plantation, the Massachusetts Junior High School Principals' Association, and the Lincoln Filene Center for Citizenship and Public Affairs of Tufts University. The program expenses

were underwritten by the John Hancock Mutual Life Insurance Company.

Student and faculty representatives from two hundred Junior High Schools heard the inspiring address "Bridge to Responsible Citizenship" delivered by the Commissioner of Education, Dr. Owen B. Kiernan, toured the Mayflower II and Plimoth Plantation, and participated in group discussions moderated by students from the State College at Bridgewater.

G. The U. S. Senate Youth Program

In 1962 the Commissioner of Education accepted an invitation to have Massachusetts participate in the U. S. Senate Youth Program to be held in Washington, D. C., during the last week of January each year. Sponsored by the William Randolph Hearst Foundation in cooperation with the United States Senate, the Program, a continuing one, is designed to give young Americans of high school age knowledge of American political life.

The Bureau of Civic Education has been entrusted with the mechanics for, and the supervision of, the selection of the two students from Massachusetts who participate in the program. The selection is carried out in conjunction with the Massachusetts Student Government Day Program. On December 3, 1965, the names of Thomas Wright from Rindge Technical High School in Cambridge and Josephine Torrini from Presentation of Mary Academy in Methuen were drawn in a glass bowl ceremony held in the Office of the Commissioner of Education.

During their stay in Washington the delegates visited both houses of Congress, the Supreme Court, the State and Defense Departments, and the White House, where they were received by President and Mrs. Johnson. They also served as interns in the offices of their respective senators and had the opportunity to talk with outstanding administrative, legislative, and judicial leaders.

II. SPECIAL PROGRAM FOR STUDENTS

The Bureau of Civic Education, in cooperation with the School Bureau of the United Community Services of Greater Boston, has for several years promoted school-community service activities by secondary school and area college students. During the 1965-1966 school year approximately 8,000 young adults from public, parochial, and private secondary schools and colleges were engaged in programs popularly known as "Operation Kindness." With their help 107 health and welfare agencies were able to offer extended services in "Red Feather" hospitals, settlement houses, homes for the aged, and day camps.

III. PROGRAMS FOR TEACHERS

A. Continuing Studies Courses

1. Institute on Youth Problems

A series of programs showing how elementary and secondary teachers and administrators can work effectively with community agencies in the development of better civic behavior in children and youth. Distinguished representatives of religious faiths, juvenile courts, police, medicine, social welfare, and intergroup agencies were guests lecturers. Institutes were held at:

Salem State College, Fall 1965
Mr. Francis Bresnahan

Boston State College, Winter 1966
Mr. Francis Bresnahan

2. Civic Behavior - Democracy's Test

A course designed to enable all teachers and school officials to educate for democracy with a clearer, stronger purpose.

Bridgewater State College, Fall 1965
Lawrence M. Bongiovanni

3. Workshop in Adult Civic Education

This is a prerequisite for certification by the Massachusetts Department of Education to teach state-aided classes in Adult Civic Education and was held at:

Boston State College, Fall 1965
Miss Margaret E. Kielty

4. Workshop in Adult Basic Education

This is a prerequisite for certification by the Massachusetts Department of Education to teach in federally supported programs in Adult Basic Education and was held at:

Boston State College, Fall 1965
Miss Rita J. DeLeo

Westfield State College, Fall 1965
Mr. Raymond Morrow

Bridgewater State College, Spring 1965
Miss Rita J. DeLeo

Worcester State College, Spring 1965
Mr. Raymond Morrow

B. Undergraduate Courses

Study guides, recommended bibliographies, resource materials, guest lecturers were made available to undergraduate courses in "Education for Citizenship" at Boston, Bridgewater, and Salem State Colleges during the 1965-1966 school year.

C. Educators' Economic Education Seminars

The Bureau of Civic Education has worked with the New England Economic Education Council to increase economic interest and competency in the schools of the Commonwealth. The major area of cooperation during 1965-1966 was in planning the Teachers' Seminars held at Boston College on February 9, March 9, and the Junior Seminar on May 6, 1966.

IV. SPECIAL SERVICES OF THE BUREAU

Many boards, commissions, service clubs, and professional organizations and associations have called upon this bureau as consultant and architect when planning and implementing programs in which there are common interests.

A. Bicentennial Commission to observe the Events of Revolutionary War

The Revolutionary War Bicentennial Commission was established by the Massachusetts Legislature, according to Chapter 71, Resolves of 1964, to "prepare plans for the observance by the Commonwealth of the bicentennial of the historic events preceding the Revolutionary War."

As the Commissioner's Designee on the Bicentennial Commission, the Director attended all meetings of the organization and has prepared statements for its newsletter "Committee of Correspondence."

B. Commonwealth Service Corps

As the Commissioner's Designee on the Commonwealth Service Corps' Advisory Committee, the Director attended meetings of this organization which served as the state agency implementing the Economic Opportunity Act of 1964. Such meetings were held from October, 1965 - June, 1966.

C. Adult Civic Education

In accordance with Chapter 69, General Laws, Sections 9, 9a, and 10, instruction in the use of English for adults eighteen years of age or older unable to speak, read, or write the same, and in the fundamental principles of government and other subjects, adapted to prepare them for American Citizenship is directed by the Bureau of Civic Education. State-aided classes were conducted in 53 towns with an enrollemtn of 5,973 students. Reimbursement for the program is now included as part of the overall school-aid formula.

In addition to preparing teachers to instruct the foreign born, this bureau collects statistics for the U. S. Department of Justice, Division of Immigration and Naturalization, processes requests for reimbursement, conducts an annual conference for supervisors and teachers, and, as far as budget and staff limitations permit, visit classes and participate in special programs.

D. Adult Basic Education

The staff of the Bureau of Civic Education has devoted much of its time, effort, and talent to establishing a workable program for Adult Basic Education under the provisions of Federal Public Law 88-452, Title II-B and the guidelines as indicated in the Massachusetts State Plan.

Teacher-training workshops, as described earlier in the report, were initiated and resulted in the preparation of 150 teachers qualified to teach classes organized in 29 school districts. As a result of these efforts, 2,180 functionally illiterate adults 18 years of age and over received instruction in the Commonwealth.

Key target cities serviced in the first full year of operation inclue

Boston
Brockton
Chicopee
Fall River
Falmouth
Gardner
Haverhill
Holyoke
Lawrence
Leominster
Lovell
Lynn
Malden
Natick

New Bedford
Northampton
Pittsfield
Quincy
'evere
Needham
Salem
Somerville
Southbridge
Springfield
Taunton
Waltham
Worcester

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In addition to the above centers, initial arrangements were conducted for Project Gateway. This calls for the establishment of pilot programs in the prisons of the Commonwealth located at Bridgewater, Walpole, Concord, and Norfolk, as an additional avenue of service to disadvantaged adults in the Commonwealth.

E. The Bureau has been represented as a member of the Citizenship Committee of the Massachusetts Teachers' Association in which capacity it has been privileged to participate in the state-wide and area programs of the Association.

F. The Bureau has also been represented as a member of the Executive Planning Committee of the National Conference of Christians and Jews and in this capacity served as educational adviser and consultant to its various programs.

V. SPECIAL ACTIVITIES OF THE BUREAU

Between July 1, 1965 and June 30, 1966 the Director and the two Supervisors in the Bureau of Civic Education accepted the following invitations as opportunities to promote civic education

A. Assembly Talks to Students

Newburyport High School	October 1
Waltham High School	November 5
St. Mary's High School, Waltham	November 5
Lincoln-Sudbury Regional High School	November 10
Charlestown High School	November 10
St. Anthony's High School, New Bedford	November 17
Ursuline Academy, Springfield	December 2
Trade High School for Girls	December 3
Weymouth High School	December 3

B. Special Program Participation

President Day - PTA - Hotel Beaconsfield	September	15
PTA Convention - Swampscott	October	22
Conference on Equal Employment Opportunity Boston	October	29
Adult Education Association Conference Haverhill	October	30
Adult Civic Education Conference - Boston	November	6
Conference of New Administrators Shrewsbury	December	1
Speaker on Civic Education - Watertown	December	6
Speaker at Ashland PTA - Central School	January	18
Zenith Women's Club - Winthrop	January	20
Weymouth - International Assembly	January	21
Symposium - Bridgewater State College	March	3
I Am An American Night - Springfield	March	15
Saugus High School Student Government Exchange Program	March	21
43 Annual Conference - Junior-Senior High Principals - University of Massachusetts	March	23-24
Plymouth Carver - Social Studies Workshop	March	22
Bristol County Agricultural School Commencement	April	15
Scholastic Achievement Night - Attleboro	May	18
Plymouth Carver - Social Studies Workshop	May	24
St. Dominic Savio High Commencement	May	30
Tufts Northeastern Youth Conference	June	2
South Shore Social Studies Department Heads - Hull High School	May	26
Girls State	June	8
Educators Foreign Policy Conference Washington, D. C.	June	16-17

THE COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF EDUCATION

DIVISION OF THE BLIND

ANNUAL REPORT

1966

JOHN F. MUNGOVAN

DIRECTOR

SUMMARY

If one were to describe the activities of the Division of the Blind during the fiscal year 1966 one would think of the word turbulent. It was indeed a turbulent year. There was the loss of several key employees of the Division, a sudden increase in the number of vending stand locations available, and one violent dissent to a solution of the question of the location of the Division of the Blind in the structure of the state government which certainly caused turbulence among the vast majority of agencies serving the blind. These agencies thoroughly agreed that the best location for the Division of the Blind in the government would be as an independent Commission for the Blind. A grave legal question over the status of the Division of the Blind, a new vocational rehabilitation plan, and a rewriting of our plan of assistance in Aid to the Blind added to the tumult. The advent of medicare, the new revolutionary Federal program for providing hospital and certain other health care for persons who have reached age sixty-five; and exploration into the nature and scope of the Division's participation in Title XIX of the Social Security Act, that is, the public assistance type of medical care provided in the 1965 amendments to the Social Security Act provided further turmoil. None of these events hover upon a scene amid peace and tranquility. Each brought its own contribution to the general turbulence of the year.

Location of the Division of the Blind. The place of the Division of the Blind in the structure of state government was left in considerable doubt with the legislation which implemented the Harrington-Willis Education Study Commission report. The legislation provided no place for the Division of the Blind in the new Department of Education but made a broad statement that all noneducational functions should be separated from the Department of Education. It made no recommendation, however, as to how this separation was to be brought about. Due consideration led to concern on the part of both the blind themselves and those in work for the blind. The concerns were: First, that without any additional legislation the Division of the Blind possibly could have its various functions split up and divided into other agencies in the process of implementing the Harrington-Willis reorganization of the Department of Education; the second was that the Division of the Blind would be located within the Department of Education by default, as a bureau within the Division of Federal Grants of the Department of Education or as a bureau within the Division of Administration of the Department of Education. Neither of these Divisions has professional orientation into social work and vocational rehabilitation nor are they involved in any kind of project of direct services to people of the Commonwealth. In addition, the 1965 amendments to the Vocational Rehabilitation Act specifies that any agency providing vocational rehabilitation services must be located within the structure of state government as an independent agency. If the state chose to establish rehabilitation of the blind not as an independent agency but assigned it as a division or bureau or some part of a larger agency, the chief of services to the blind must report directly to the head of the total agency and the agency for the blind must function on a level of administration equal to all other major divisions of the parent department.

Commission for the Blind Proposal. The position of the Division of the Blind at midyear was precarious and in order to help resolve this problem the Associated Blind of Massachusetts through its President, Mr. Manuel Rubin, and its legislative chairman, Mr. Charles Little, with the help of Senator Kevin Harrington, the majority leader and the co-author of the Harrington-Willis Education Study, filed a bill to establish the services for the blind in Massachusetts as an independent commission and thus remove these services from the Department of Education. It was the consensus of opinion of all agencies of the state serving the blind (except one) that this was a very desirable bill and an excellent solution to the problem of assuring the integrity of the Division of the Blind and maintaining the high quality of services provided by the Division of the Blind. A bill was filed, became Senate #819, and ultimately received a hearing before the committee on state administration. There was a great outpouring of every agency, every society, and every group of blind persons in the state to attend the public hearing which was held at the Gardner Auditorium at the State House in support of the bill. The support was so overwhelming that the committee without going into executive session voted to report the bill favorably to the House of Representatives. While there was no opposition to the bill at the public hearing, one agency for the blind in the state did considerable surreptitious manuevering behind the scenes in order to defeat the bill, designed to provide continuation of the Division of the Blind as an integral agency. Serious questions were raised as to the accuracy or the extent of distortion of the facts in the underground movement of the dissenting agency. As the year ended, the bill had cleared the House of Representatives and was reposing in the Senate Committee on Ways and Means awaiting final action.

New Vocational Rehabilitation Plan. Under the new regulations published by the Vocational Rehabilitation Administration governing the administration of the Vocational Rehabilitation Act of 1965, a new rehabilitation plan was required to be submitted before the end of the fiscal year. A plan outline and a plan guide were prepared and provided to the agency by the Federal Vocational Rehabilitation Administration and with the help of this guide Mr. Greehan, our supervisor of Vocational Rehabilitation, submitted a new plan. This plan is expected to meet with Federal approval.

New Aid to the Blind Plan. The new plan for Aid to the Blind did not have such a smooth history in its development. Starting August 20, 1965, work began on a new Aid to the Blind plan and manual. An entirely new manual was written in draft form and submitted to the staff for final evaluation after approval by the supervisory staff in December 1965. The staff, however, had such difficulty in accepting such radical departures from old procedures and old methods that the plan had to be abandoned. In the early spring, the Director wrote an entirely new manual. This manual became effective June 1, 1966 and has been submitted as plan material to the Federal Welfare Administration Bureau for Family Services. The essential differences of this plan from previous plans of assistance are: that the shelter cost for recipients is stabilized, the budgetary system for computing grants is very much simplified, much verification and paper work and the writing of letters required by former manuals or practiced as a tradition rather than a manual requirement has been eliminated.

Medicare. Of very great importance during the year were the arrangements made to enroll recipients of Aid to the Blind in the new Federal medicare program (Title XVIII A and B). All recipients of Aid to the Blind who are over

age 65 receive certain hospitalization benefits and some other related medical services; and in addition to the hospitalization service, called Title XVIII A, by paying a $3 a month premium, a person over age 65 gets additional insurance against payments for doctor's bills, home health care, other home therapies and services not covered through hospitalization for illness. In order to make this complete range of medical care available to all recipients of Aid to the Blind who are over age 65, the Division arranged to pay the three-dollar premium per month for each recipient of Aid to the Blind and also to pay all the deductibles and co-insurance costs. Furthermore, the Division will continue the more complete range of medical services which had been made available under a general Aid to the Blind plan prior to the commencement of Federal medicare.

Blue Cross-Blue Shield. In order to accomplish the payment of the deductibles and the payment of the co-insurance costs, both in the hospitalization insurance and in the doctor bill insurance, the Division made arrangements under contract with the fiscal intermediary of the Federal government in this State. Blue Cross-Blue Shield will handle all payments for all costs involved in medical care for recipients of Aid to the Blind who are over age 65. They will then bill the Federal government and the Division of the Blind for their respective shares of the cost. Thus, through this arrangement the blind person has only to deal with one agency. He is able to use his Blue Cross card which has been provided by the Blue Cross and the Division of the Blind as a credit card when he procures medical services and the bill is sent to Blue Cross, paid by Blue Cross and reimbursement obtained from the Federal government and from the Division of the Blind. According to this arrangement, the Division of the Blind pays a service charge to Blue Cross-Blue Shield for handling these payments. Blue Cross-Blue Shield also agrees to provide certain statistics from their computers which are required by the Federal government for reports concerning medical care. This was an unprecedented arrangement in state government and was initiated after clearance with the Budget Bureau, the Budget Director, the Comptroller, and Commissioner of Administration and Finance.

Means Test Medical Care. The second part of the Federal Medicare program, Title XIX, or the medical care provided on a means test basis, has not been put into effect in Massachusetts as of the close of the year. At present, there is no effective date for starting this Title XIX plan. Negotiations are under way with the Federal government, the Welfare Department, the Public Health Department, and the Division of the Blind to coordinate their efforts in order to present a workable plan for Title XIX for blind persons of the Commonwealth and to provide this higher quality of medical care as soon as possible.

STAFF

Inadequate staffing tables for the Division, rapid turnover, loss of experienced people and difficulties in recruiting new people, many extra demands made upon the staff with new programs, preparation for medical care, increase in the quality and kind of services, a quality control system on Aid to the Blind, increased demands for new and more rehabilitation placements, increasing number of vending stand activities, all made for a most difficult and trying year. During the year we lost Mr. Albert Therrien, an Aid to the Blind case worker, because of the attraction of a higher-paid position in the Department of Public Welfare. We lost John Millen, a Vocational Rehabilitation Counsellor, because of an offer of higher salary by the State of California. We are on the verge of

losing our most successful vending stand counsellor, Mr. William P. Cheverie, who has been offered a position in Washington as the supervisor of all vending stand programs in the country under the services for the blind of the Vocational Rehabilitation Administration at a much higher salary than the Massachusetts scale. As of the writing of this report he is undecided. In August we shall lose Miss Marianna Kennedy, social worker with the Children's Services, who will enter the Peace Corps, after which she plans to enter a graduate school of social work. In September we shall lose Miss Jane Farmer, social worker with the Aid to the Blind program, who will enter a graduate school of social work in the fall semester. Catastrophies raised havoc with our staff during the year also. The sudden death of Mr. Roger O'Donnell, an Aid to the Blind case worker, was shocking and a great loss. The terrible crippling illness of Mr. Anthony Rossi of our Aid to the Blind staff will keep him out of work for almost a year. Then there was the accident of Mr. John Clunk which so critically injured him and laid him up for the last month of the year. These tragedies have combined to deal a great blow to an already meager staff, and to slow us down considerably in certain aspects of our work.

In clerical and administrative staff, we are as badly off. We keep losing clerical workers because of higher-paid positions outside of the Division, marriage, and other family reasons. We have very great difficulty in replacing these clerical workers at the salary standards of the state. Our staffing has been so thin and the demands made upon the staff so exacting that even the temporary loss of one staff person sets us behind considerably in our work. This has led to a considerable amount of shifting persons around to provide stopgap measures to keep the agency going, and to provide the services which we are committed to make available to blind persons. The use of Blue Cross-Blue Shield to handle our medicare payments on a fee basis, as mentioned above, will in effect help to offset clerical staff shortages by taking some of the work out of the Division - and incidentally, the work will be done at a smaller cost than employing Division staff to perform it. The position of Guide to Blind Workers which up to this year had been a non-civil service position was made a civil service position on the insistence of the Department of Health, Education and Welfare that it come under the merit system which is the State Division of Civil Service. Thus an examination was held. Long-term persons who had occupied the position of Guide to Blind Worker were brought into civil service through a qualifying examination, and other persons through an open competitive examination held in the spring of 1966.

Mr. Thomas O'Donnell, our supervisor of In-Service Training, has done considerable recruiting at universities to interest young people in coming into work for the blind as social workers, and has established a fairly good list of prospects to fill extra positions which we hope will be created by the new budget when it is passed this year. We shall have an examination late in July of 1966 for the position of Senior Worker with the Blind (our social work position) in the Division of the Blind. We hope through the efforts of Mr. O'Donnell to interest a sufficient number of young people in taking this examination so that we will have an adequate eligible list established from which we may make appointments. We have tried in every way possible to simplify paper work and eliminate any unnecessary procedures in order to make maximum utilization of the almost skeleton staff with which we manage.

VOCATIONAL REHABILITATION

This was a most significant year in the history of the bureau of Vocational Rehabilitation. Last year, for the first time since the inception of Vocational Rehabilitation in the Division of the Blind, we exceeded one hundred rehabilitations - reaching the figure of 103. This year we even surpassed that excellent accomplishment by rehabilitating 109 individuals during the fiscal year. With all the demands upon the Vocational Rehabilitation staff, this is truly a remarkable accomplishment.

LEGISLATION

There were a number of matters of interest to the blind and to persons associated with providing service for the blind in the 1966 Massachusetts legislature. The most important piece of legislation was the bill filed by Senator Kevin Harrington at the request of the Associated Blind of Massachusetts which would abolish the Division of the Blind as a part of the Department of Education and established it as a Commission for the Blind. This bill at the end of the year is awaiting enactment in the Senate Ways and Means Committee after having been passed by the House of Representatives. Senator McIntyre of Quincy filed a bill to require the Massachusetts Bay Transportation Authority to enter into a contract for the operation of a cafeteria in its headquarters building in Jamaica Plain by the Division of the Blind. At the hearing, the counsel for the MBTA agreed to discuss the contract with the Division of the Blind without legislation. This discussion took place soon following and the director and Mr. Cheverie met with the board of the MBTA and ultimately made a contract to take over the operation of the cafeteria in the Jamaica Plain headquarters building on June 1st. Consequently, the legislation was dropped. A bill also filed by the Associated Blind of Massachusetts was designed to clarify the law giving blind persons the right to operate vending stands in public buildings owned by cities, towns, counties and the Commonwealth. The bill, at the end of the year, is reposing in the House Ways and Means Committee awaiting action. As referred to in the recommendations of the 1965 Annual Report, the Division of the Blind filed a bill to authorize the Division to establish, equip and maintain a workshop and training facility for blind persons and other severely disabled persons who had a severe employment handicap. While the recommendation was presented through the Department of Education in the annual report, the Board of Education decided not to submit any recommendations for legislation except those which related to fiscal autonomy for the Department of Education.

It was, therefore, necessary to prevail upon the good offices of Representative Khachadoorian, whose name appears on much of the legislation submitted concerning the blind, to file the bill. Subsequent to the filing of the bill, however, the Division entered into negotiations with the New England Rehabilitation-for-Work Center to establish this training facility within this Center with a Federal grant from the Vocational Rehabilitation Administration. The New England Rehabilitation-for-Work Center will manage the facility and the Division refer persons on a fee basis for service. Thus the bill as originally filed was withdrawn since it was no longer necessary. A bill was also filed imposing a penalty on certain persons for discrimination against blind persons in making appointments for teaching positions in colleges and universities of the Commonwealth. This bill was defeated. A bill to further control blind persons who were vagrants and beggars from soliciting alms was enacted on June 1, 1966. Representative Khachadoorian also

filed a bill to require that all eyeglasses manufactured or prescribed within the State of Massachusetts after January 1, 1968 have lenses of plastic or tempered glass. The bill had a public hearing on May 18th. Eye specialists, the National Society for Prevention of Blindness, and the Massachusetts Division of the Blind supported the bill. At the end of the year it had been referred to the Joint Ways and Means Committee for study of the financial aspects of the compliance by manufacturers.

THE REGISTER OF THE BLIND

On June 30, 1966, there were 9,713 persons registered as blind in Massachusetts. During the fiscal year 990 persons were added to the register and 730 were removed from the register for reasons of death, restoration of vision, or removal from the Commonwealth. The net increase for the fiscal year for the register of the blind was 260. This increase in the total register of the blind is significant, but certain characteristics of the age distribution of the register need to be observed. In this year 1966, out of a total register of 9,713, nine hundred and eighty-five of the registrants were under age 20. In 1952, out of a total registration of 6,815, a total of 755 registrants were under age 20. The rate of blindness in persons under age 20, therefore, was much higher in 1952 than it was in 1966 despite the fact that the total number of blind persons under age 20 has increased. Of further interest is the group of registrants under age five. In 1966, again out of a total of 9,713 registrants, 66 were under age 5 while in 1952 out of a total registration of 6,815, one hundred and eighty-two registrants were under age five. It is somewhat reassuring, therefore, to note that the incidence of blindness in young children is definitely on the decline. The quality of the register's statistics has constantly improved since we have been included as a member state in the Model Reporting Area of the National Institute for Neurological Diseases and Blindness. The National Institute for Neurological Diseases and Blindness has been particularly helpful in providing us with a system of quality control of our classifications of the type and site of affection and the etiology in our cause of blindness statistics. Because of our inadequate staffing we have not had enough persons to comply with the requirements for quality controls. The National Institute for Neurological Diseases and Blindness for the last two years has sent experts to Boston once a year to spend several days sampling our classification codings and making us aware of some of the more precise refinements of classification.

The Division acted as host to the annual meeting of the Model Reporting Area which this year was held in Boston in the Bradford Hotel. For the past three years we have been trying to get approval in our budget for funds for the employment of a key punch operator and the rental of a key punch machine so that we might put our register of the blind and certain other statistical and control systems on punch cards. It has not been possible to get approval for these items in the budget, hence when we compiled the statistics for the calendar year 1965, we sent the schedules to Bethesda to the National Institute for Neurological Diseases and Blindness where the cards were punched for us to use on their tabulating systems. We hope in the future we will be able to establish a more complete quality control of our classifications of the causes of blindness, and establish a register on punch cards which can be completely automatically sorted and counted.

AID TO THE BLIND

Aid to the Blind is a program of public assistance governed by Title X of the Social Security Act and Section 23 of Chapter 69 of the General Laws of Massachusetts. This assistance is based upon the need of the individual who is blind. It is not a pension or a compensation for the lack of vision. During the fiscal year 1966, 2577 different individuals received assistance for all or part of the year. On June 30,1966, there were 2250 persons in receipt of Aid to the Blind. Added to the rolls during the year were 345 individuals while 180 persons were dropped from the rolls because of death, and 121 persons were dropped from the rolls for other reasons.

A total of 475 persons applied for Aid to the Blind during the year and of these 475 applicants 345 were accepted and approved for grants of assistance. The 130 persons who were denied assistance or withdrew applications were those who misunderstood the program, thought it was a compensation for loss of vision, those whose vision was greater than the "legal" blindness and those whose income or bank accounts exceeded the income and reserve amounts permitted under the Aid to the Blind regulations. Great efforts were made to increase the utilization of medical services by recipients of Aid to the Blind. Recipients who lived in nursing homes were visited quarterly in order to check on their needs and on their progress in the nursing home and to insure that they were being provided with adequate medical care. Greater effort was made to develop a more sensitive and meaningful initial social study and thereby establish a better helping relationship with the recipient of Aid to the Blind. This was accomplished with considerable difficulty due to the pressures placed upon case workers for helping people to become enrolled in the Federal medicare programs. A system of quality control of case actions in Aid to the Blind resulted in a recheck of eligibility determination of a scientifically selected sample of applicants and recipients of Aid to the Blind whose aid was denied, discontinued, or who were granted aid during the year.

A sample of 144 positive case actions was selected and a sample of 165 negative actions was selected to be studied. In each positive action, a desk review was made by the quality control supervisor followed by a visit to the recipient in his home. In negative action samples, an office review only was made. Because of a Federal requirement that the size of the sample be increased almost to the point of being doubled, it was necessary during the year to withdraw Mr. George Curtin, Supervisor of Individual Services, as the quality control supervisor and have him exercise only broad general supervision of quality control. Mr. Curtin was followed in this work by Mr. David Botelho who in June of 1965 received his Master's Degree in Social Work under our staff development program. The quality control system revealed information which influenced the drafting of the new Aid to the Blind plan mentioned in the summary above. A new Aid to the Blind plan was made effective on June 1, 1966. In general, this plan tended to stabilize grants, have a much more simplified assistance scale which could be readily understood by the client, remove considerable unnecessary verification of resources of the client, increase the reserve from $1500 to $2,000 for each recipient, and remove durational residence requirements. In the coming year we look towards a goodly increase in the service aspects of our Aid to the Blind and a marked decrease in the administrative and medical payment aspects of Aid to the Blind. These functions will be transferred, we believe, into a separate unit within the Division of the Blind, separating the casework services from the administrative services of medical payments.

STAFF DEVELOPMENT

The Staff Development Program of the Division has been moving in many directions during the past year. As usual, orientation programs were held for all newly appointed staff members, including new social workers, social work trainees, and clerical staff. As a result of the expansion of the service aspects of the Aid to the Blind program, it was necessary to revise the entire orientation plan for new social workers. The new plan includes, not only general knowledge as to the Division's purpose, policies, and philosophy, but also considerable detail as to the nature of the caseworker's job as a helping person. Specific attention is now given to such areas as: the casework approach to problems; aging; utilization of medical care; facilities; rehabilitation; the effects of blindness upon the individual and his family; and the use of community resources in helping the client. This increase in training content has necessitated an expansion of the initial phase of orientation from a period of two weeks to that of four weeks. Under the new plan, the worker will return for further study during the first year, one week after six months of employment and again for a week at the end of the year. These recall sessions are designed to help deepen the caseworker's knowledge and understanding and consequently, provide a better and more professional service to the clients. The last two workers hired during fiscal 1966 have already completed the first phase of the new plan.

With a view toward possible expansion of supervisory staff during the next year, the initial ground work for a new orientation plan for all newly appointed supervisors was also started during the year. In general, the plan is geared toward helping the new supervisor understand his leadership responsibilities and duties and to develop ways in which he can fulfill them comfortably and efficiently.

Training, of an ongoing nature, for experienced workers was held during the year on a monthly basis. As in the past, each worker was assigned to one of three small groups, depending upon education and experience. The first several sessions were devoted to helping the worker understand and develop skills in helping those clients with budgetary and money management problems to resolve their difficulties, if possible, and to make better use of financial resources. During the latter part of the year, the training sessions focused on preparing the workers for the issuance of the new more simplified Aid to the Blind manual and consequent changes in policy that became effective in June 1966.

In the month of March, twelve staff members attended a one week institute for employed social workers at Boston University. Three members studied the problems of child development; eight members took the course on the cultural aspects of casework; and one member attended the series on basic supervision.

During the spring, a large scale recruitment program was undertaken. The majority of colleges and universities within the state were either contacted or visited in an attempt to interest June graduates in a career with the Division of the Blind. The recruitment was pursued in anticipation of expansion of staff during the next fiscal year.

In June, Miss Carol Klein returned to the Division from educational leave. She received her Master's Degree in Social Work and will return to her position in the Roxbury Area.

Staff Development consultation with the Federal Bureau of Family Services has also seen changes during the past year. Since January, it has been possible for the Division to receive regular and frequent consultation on staff development problems. This change occurred as a result of the creation of the new position of a regional staff development representative within the federal organization. In-Service Training has become a most valuable device for keeping the services of the Division on a high level and for constantly improving the quality of our services.

HOME TEACHING

This year saw one change in the staff of the Home Teaching department. Gerard Arsenault transferred to the rehabilitation department on October 31, 1965. His vacancy was filled on January 9, 1966 by Louise Callahan who graduated from Springfield College in June 1965. Miss Callahan is assigned to Worcester County.

In July 1965, Miss Jeanne Kenney and Miss Hope Macdonald attended the National Convention of the American Association of Workers for the Blind in Denver, Colorado. Both found the meetings stimulating and worthwhile and gave summary reports of each session at a home teacher meeting.

In April 1966, Mrs. Fay Callero attended a meeting of the Committee of Home Teacher Supervisors of the Eastern Seaboard. This group is actively working to perfect standards of home teaching supervision and is striving to establish recurring in-service training courses for employed home teachers and supervisors. At the conclusion of this meeting, Mrs. Callero attended an Executive Board meeting of the Eastern Conference of Home Teachers, of which she is treasurer.

In June 1966, portable typewriters were ordered for each of the ten home teachers. They will be very valuable tools for the home teachers in teaching communication skills to newly blind adults, of which typing is very important. When it is determined that an individual can learn to type, it is then up to him to rent or purchase his own typewriter for future use.

The aim of the home teaching program is to assist blind people, especially newly blind adults, to live at least as independently and productively as they would have lived had they been able to see. To this end, 7811 visits were made to blind persons in all parts of the state. The length of the visits varied from ½ hour to 2 hours depending upon the number of different lessons given per visit and the attention span of the individual. Frequency of visits varied from twice weekly to once monthly depending upon the needs of the individual blind person and his ability to make use of home teaching services.

Blind persons were given instruction in any one or a number of the following areas: Braille reading and writing, typing, moontype, script writing, knitting, crocheting, caning, wood work, leather work, gardening, cooking, home management, sewing, telephone dialing, and techniques of daily living such as grooming, eating properly, etc. Blind individuals were helped, wherever possible, to adjust to the problems of blindness and given specific instructions to aid in this adjustment.

Since every effort is made to help the blind individual be an active, contributing member of the community in which he lives, the home teachers had numerous conferences with other workers in this Division as well as workers in other community agencies making referrals for additional services when indicated for maximum adjustment.

GRADUATE SOCIAL WORK TRAINING

The tenth year of the Student Training Unit has brought the total number of students educated here to sixty-three. This year there were six students doing their supervised field work in the Division. Three were students at Simmons School of Social Work and three were students from Boston College School of Social Work. Four were women and two (both from Boston College) were men.

The Unit is made possible through the mutual effort and financing of the Vocational Rehabilitation Administration, the Division of the Blind, and the participating schools. Stipends to students and the salary of the field work professor are provided by the Vocational Rehabilitation Administration. It is expected that these students will bring into their future employment special knowledge and skill in serving persons who are blind, visually handicapped, or who have other disabilities. The results of such training are demonstrated in Mr. Thomas O'Donnell our most capable Supervisor of In-Service Training. He did field work in this agency when he was a student in the Boston College School of Social Work. Our students who complete social work training are in practice throughout the country. Due to the training he received in this agency, one former student, now chief of Social Service in a California State Hospital, employed on his staff a blind man we had sent to the University of California, School of Social Work as a Vocational Rehabilitation client.

The program this year continued with comprehensive orientation to agency structure, policy and practice. In addition to the Director, staff supervisors, other agency personnel and the consultants in medicine and ophthalmology participated. A highlight for the students was a generous discussion of blindness with the Rev. Thomas J. Carroll, author of the well-known book Blindness.

All students were given experience in public assistance and when, in January, a crisis developed in the agency wherein a social worker became disabled, the six students volunteered to pitch in and take over the caseload. They did a fine job and we are indebted to them, but we feel they also received some most valuable experience out of this episode.

After two years of excellent teaching in the agency, Mrs. Selma Mirsky felt that she would like to return to practice and unfortunately for this agency and the two schools of social work involved, she resigned at the end of the year.

CHILDREN'S SERVICES

Miss Marianna Kennedy, a graduate of Jackson College, joined the staff of the Division in September to fill the social worker vacancy in the Children's Department. She plans to leave at the end of August. We expect to replace her around September 1st.

All of our workers attended the Institute for Employed Social Workers at Boston University School of Social Work.

The Girl Scout counsellors have continued to provide us with boxes and books of tactual material. These are used in the home, nursery schools and kindergartens as aids to reading readiness. These materials have helped the retarded blind children in special classes.

The quota of workers in the Children's Department is three social workers, one preschool counsellor, and a supervisor.

The preschool counsellor demonstrates to the parents of a blind child techniques to develop independence in the child, provides educational materials such as toys, recommends those most useful, evaluates the child's readiness for group experience, and arranges for formal education in nursery schools, kindergartens for sighted children and in schools for the blind. She interprets the child to the school and follows his adjustment in school, shows his teacher ways of integrating him into a regular schoolroom.

The social workers offer case work services in all areas of adjustment within the home, neighborhood and the school. This includes recreation. When needed, they make referrals to other agencies, both public and private, such as guidance centers, mental health clinics, family services and others appropriate for a particular child.

Because recreation is so important to blind children and sometimes difficult to provide, our workers try to interest the child and the family in local recreational facilities. They interpret the child's special needs to the organization providing the recreation.

Of the additions to the Register, 11 were infants born in 1965 and 1966.

We cooperated in a research project with Dr. Robert Hawkes and his staff at Brandeis University. This study was undertaken by the Phillips Research project on the educational and health needs of children. The purpose of the study was to make recommendations to the State regarding health and educational facilities for handicapped children. We wrote to parents asking if they would like to participate in the study and got a good proportion of answers in the affirmative.

Mr. Manuel Rubin, President of the Cultural Center of the Blind, asked for help in finding blind children who might be interested in joining the Y.M.C.A. programs. We had a good response from parents of the children, many of whom were interested in joining the Y.

VOCATIONAL REHABILITATION BUREAU

The Vocational Rehabilitation Bureau completed its fourteenth full year on June 30, 1966, with a professional staff of nine persons, the supervisor and eight counselors. Five counselors do general counseling and placement work; two counselors work on the development of our vending stand program; and one counselor concentrates on the day-to-day operation of the vending stands.

As a definition, we may say that vocational rehabilitation is a service designed to develop, preserve or restore the ability of blind men and women to work for pay. In this program, no blind person is considered rehabilitated until he has been placed in suitable employment for at least thirty days on a job which appears to be permanent. Usually, rehabilitation involves successful placement in paid employment but, in some cases, it may involve the ability to perform the important job of home making. The services which are provided under this program are geared to the specific needs of the individual, with due regard to the nature of his

disability, his interests and aptitudes and vocational goals. Services are given to individuals who are at least fourteen years of age and who have a reasonable chance of being employed after services are given. There are nine services in all: (1) medical diagnostic services; (2) individual counseling and guidance, including psychological testing, to help select the right job; (3) medical, surgical, psychiatric and hospital service; (4) artificial limbs and other prosthetic appliances; (5) training; (6) maintenance and transportation; (7) tools, equipment, or licenses; (8) job placement; (9) job follow-up.

Following are statistics which give a brief picture of the work done during the year:

A. Referrals:

1. On hand July 1 90
2. New during the year 217
3. Total referrals remaining at end of period 108

B. Active Cases:

1. Active cases on hand July 1 379
2. Accepted for service during the year 156
3. Total active cases remaining at end of the period 376

C. Clients Rehabilitated:

Cases closed rehabilitated (as compared with 103 in fiscal 1965) 109

The Bureau showed an increase of 6% in rehabilitations over 1965.

Sixty-two clients were training in college during the year under our vocational rehabilitation program, eight of these in graduate training and fifty-four in undergraduate schools. Last year, we had fifty-six college clients and we anticipate that we will have over sixty-five next year. During the year, five clients who had completed their college training found employment in line with their major objectives. All blind persons who are interested in attending college submit applications which are reviewed by the College Advisory Board of the Division. Under the college program sponsored by the Division, undergraduate students are expected to attend a college within the state.

Following is a list of the thirty-three colleges attended by our blind students and the number of students in each college:

College	Number of Students
American International	6
Amherst	1
Assumption	1
Boston College	5
Babson	1

College	Number of Students
Boston University	7
Brandeis	2
Bridgeport	1
Brown	1
Clark	2
Dean Junior College	1
Eastern Nazarene	1
Holy Cross	3
Holyoke Community	1
Harvard	4
Lasell Junior College	2
Lowell State College	1
Mass. Bay Community	2
Massachusetts	2
Merrimack	1
Mt. Ida Junior College	2
Newton Junior College	2
Northeastern	1
Princeton	1
Providence	1
Quincy Junior College	1
Regis	1
St. Anselm's	1
Springfield	1
Stonehill	1
Suffolk	2
Tufts	1
Williams	2

Below is a listing of the twenty-one vocational objectives of those clients who were in college during the past year and the number interested in each objective:

Objective	Number
Agricultural Economics	1
Business Major	1
Chemical Engineer	1
Guidance Counselor	1
Insurance Salesman	1
Journalism	1
Lawyer	6
Mathematician	4
Music Education	2
Philosophy	1
Pianist	1
Physicist	1
Political Science	1
Psychologist	8
Public Relations	1
Rehabilitation Counselor	1
Religious Worker	1

Objective	Number
Scientist	1
Social Worker	3
Teacher	23
Translator	2

During the year, we opened nine new vending stands -- a dry stand in the Kennedy Federal Building in Boston, a dry stand in the State House in Boston, a wet stand in the Soldier's Home in Chelsea, and snack bars in the MBTA Building in Forest Hills, at Rutland Heights Hospital, Suffolk County Courthouse, the J. L. Thomson Company in Waltham, the Stetson Shoe Company in Weymouth, the ACE Plastic Company in Fall River. We closed two stands in the old Federal Building at 55 Tremont Street, Boston, since the building was abandoned. At the close of the year we had forty-two vending stands in the state. Stand operators averaged $5,451 in their earnings as compared with their 1965 average earnings of $5,475, a decrease of $24. Under our vending stand system, each stand is established with the operator as an independent businessman who receives advice and consultation from the Division if needed. When new stands are opened such job vacancies are given to existing operators who are interested on the basis of ability and seniority.

Needs of the Program

1. A new Federal rehabilitation law was passed in November of 1965. This new law provides much greater Federal financial reimbursement with the goal of an increased number of rehabilitations. In order to achieve this goal it will be necessary for the Rehabilitation Program to be reorganized and many workers added.

2. It will be necessary for the Rehabilitation Bureau to receive a great many more referrals from other workers within the Division. Increasing emphasis must be placed upon intake and case finding services.

JANICE LIST

Janice was referred to this bureau by her high school guidance counselor. At the time of the initial interview she was an 18 year old high school senior who lived with her mother in a second floor apartment. Janice's father had died when she was about 10 years of age. She had one older sister who was married with a family of her own.

Janice had an eye diagnosis of retrolental fibroplasia and had only light perception since birth. She had no other disabilities and was in good health. The counselor found her to be a pleasant, attractive teenage girl who was keenly interested in rehabilitation services. Her family had little money and she expressed the wish to find gainful employment as quickly as possible in order that she might become self supporting.

Janice had been an average student throughout high school in the general business course. Because of her blindness considerable emphasis had been placed on dictaphone transcribing. She seemed to be quite interested in transcription typing and believed that her training was adequate preparation for employment.

Janice was unusually eager to begin working but in successive counseling sessions gradually appeared to be somewhat uncertain about her ability and job interest. It was advised that she attend a secretarial school. Arrangements were completed and she entered the program. After about two months she found that transcribing for long periods of time became very dull and uninteresting and withdrew from the course. Janice became quite upset at this unexpected loss of her rather long standing job objective. The counselor met with her three or four times to discuss the reasons behind her sudden change and to explore new possibilities. Since she was undecided about the selection of a new goal, arrangements were made for her to be given a psychological test battery. The results indicated a high interest in clerical duties, in working with people and good ability to learn. It was then agreed that she would attend a 12 week work evaluation and training program at a rehabilitation center in Boston. This would allow a further and far more thorough assessment of job interest and aptitude in a similated work situation. It would also provide counseling and casework assistance. Janice did well in the program. One of the areas in which she quickly excelled was switchboard operation. Although she had no vision she was able to successfully manage the board with the use of a seeing aid probe. This is an instrument developed especially to enable blind persons to operate a switchboard. Upon the completion of the program, Janice's job objective was well defined. Efforts were made, both by the counselor and center personnel, to develop an opportunity in switchboard work.

After several employer contacts the owner of one company became very interested in Janice's potentials. He interviewed her and was favorably impressed. He also went to the center to gain a better understanding of how the job could be done without sight. The employer became convinced that Janice could manage his board and subsequently hired her. This bureau purchased the necessary special attachment for the industrial switchboard. Aside from some nervousness during the first few working days Janice developed into a very satisfactory employee.

The rehabilitation services which led to this successful placement were counseling, psychological testing, work evaluation, training, job finding and follow-up, and the purchase of special equipment.

SANDRA SMITH

Sandra was a thirteen year old girl when she was referred to the Rehabilitation Bureau for help with her school problems. At that time she was attending a public school and was in the ninth grade. As the result of a visit made by the Rehabilitation Counselor to her school and her home, he learned that in addition to a visual impairment that permitted her to read only headlines, she also had a severe hearing loss in her right ear, a partial paralysis of the right side of the face, a difficulty causing her teeth to protrude very noticeably and a congenital heart that limited her physical activities. She was encountering some difficulty in school due to the lack of knowledge on the part of her teacher as to how to handle a girl with multiple disabilities. The counselor was able to discuss these problems with the teachers and succeeded in interpreting to them the feelings of such a student and how they might present material that she might obtain with the least disruption in the classroom routine.

During the following summer Sandra attended a Boston secretarial school to perfect her typing skill and this program had a beneficial side effect in so far it enabled her to put in her time constructively, develop confidence in traveling, and enabled her to be away from a home situation that was not always wholesome.

In the early fall of that year, Sandra's family moved to a town some fifteen miles from the city in which she was residing and it was necessary to make a new contact with the new school which she would attend and again interpret to her teachers the problems involved in the handling of a legally blind student and how they might be solved. This was satisfactorily accomplished and Sandra progressed smoothly through a commercial course at this school. During the summer of the following year, the family once more moved to a town some thirty miles distant where again efforts were made on the part of the Rehabilitation Counselor to acquaint her teachers to her problems and how they might handle them. The counselor retained a close contact with Sandra and her family -- particularly her mother -- during her school career, as did one of the social workers from the Division in an effort to help her with social contacts, school problems, determining a vocational objective, and arranging for special medical care that she needed. Sandra's mother, who was very much discouraged about the future of Sandra, needed a great deal of help in developing an understanding of her daughter's condition and their inherent problems.

Upon graduation from high school, it was determined that a trial period in a secretarial program would be advisable to determine if she could handle such a routine and be able to travel independently in and out of Boston. This experiment proved that she could handle herself quite capably and at its end decisions were made for her to continue in her training and to leave home and establish herself in a residence for women. At the end of a nine month period, it was concluded by the secretarial school and the Rehabilitation Counselor that Sandra possessed enough typing ability to handle a specific type of work but would find it difficult to undertake work in which a great deal was expected of her in the way of production and pressure. She was taken on a job interview for medical secretarial work to a Boston hospital but was unable to pass the qualifying examination. Sandra was bitterly disappointed by the result of this contact and did conclude in her own mind that this type of work would not be suitable for her. It also was decided that a thorough examination of her heart condition be arranged and this indicated that her heart condition had improved considerably permitting her to undertake a more physically demanding type of work. This was encouraging to her and arrangements were worked out whereby she was admitted into a training program at a local hospital to prepare her for work as a dark room technician. As the result of this skill, she was successful in obtaining an opening in a Boston hospital doing this type of work and at last reports had been working for four months and is considered by her supervisor to be doing an outstanding job.

TALKING BOOK PROGRAM

The Talking Book Program is now in its thirty-second year of service to blind persons. The program is administered by the Division of the Blind under a working agreement with the United States Government, the Library of Congress. The record players, or Talking Book Machines, are provided under lease by the Library of Congress to legally blind persons and are distributed by the Division of the Blind.

The Talking Books, or long playing records, are kept in the local regional library located at Watertown, Massachusetts. The Talking Book service is available to any resident of Massachusetts, who has been certified as legally blind by an eye physician and is so registered with the Division of the Blind.

The Talking Book reader will find the choice of available books to be extensive, there being more than 3000 different titles ranging from standard and current fiction to the classics and the Bible. "Talking Book Topics", a catalogue published bi-monthly, keeps the blind reader advised about new books available to him.

During the past year, 588 new readers were introduced to this popular service. In our efforts to provide maximum service to the readers, 208 machines found to be out-moded or in a serious state of disrepair were replaced by new ones. Permanent removal of 389 machines was completed because readers had moved out of state, had their vision restored, had died, or for other reasons. The inventory of Talking Book Machines on hand or in use on June 30, 1966 numbered 2775.

BUREAU OF INDUSTRIES

The Division maintains and operates special workshops in six of the larger cities of the Commonwealth, providing gainful employment for some 140 blind persons. These workshops, four for men and two employing women, are engaged in the manufacture of several varieties of brooms, wet and dry mops, rubber link mats, pillowcases and hand-woven products. Chair-caning and re-seating service as well as the re-stringing and repair of tennis raquets are also offerred. Recently, considerable emphasis has been placed on the procuring of sub-contracts in assembly work.

The following report indicates receipts derived from workshop production during the past fiscal year together with comparable figures from the previous year.

Shop	1964-1965	1965-1966	Differential
Total Sales	$240,151.51	$258,827.47	$18,675.96
Cambridge	195,665.33	216,305.83	20,640.50
Fall River	10,654.34	10,177.52	(476.82)*
Lowell	6,503.22	6,228.80	(274.42)
Pittsfield	12,362.80	12,337.50	(25.00)
Worcester	4,848.35	4,153.10	(695.25)
Springfield	10,117.17	9,624.72	(492.75)
Salesroom & Outside Sales	15,699.84	17,155.13	1,455.29

* Figures in parentheses indicate decrease in receipts.

APPENDIX A

TABULAR INFORMATION

CHARACTERISTICS OF THE BLIND POPULATION AND CAUSES AND INCIDENCE OF BLINDNESS IN MASSACHUSETTS

TABLE 1 Blind persons on the Massachusetts Register of the Blind, by age and sex on December 31, 1965.

Age	Total	Male	Female	Percent
Total	9713 (100%)	4450 (45.8%)	5263 (54.2%)	100.0
Under 5 yrs.	66	34	32	.7
5 to 19 yrs.	919	506	413	9.5
20 to 44 yrs.	1386	807	579	14.3
45 to 64 yrs.	2179	1127	1052	22.5
65 to 74 yrs.	1730	733	997	17.7
75 to 84 yrs.	1788	632	1156	18.4
85 yrs. and over	1220	453	767	12.5
Age Unknown	425	158	267	4.4

TABLE 2 Extent of vision of 990 persons added to the Massachusetts Register of the Blind, January 1, 1965 through December 31, 1965.

Vision	Total	Male	Female
Total	990	432	558
Absolute Blindness	52	23	29
Light Perception	59	20	39
Light Projection	9	3	6
Less than 5/200	142	61	81
5/200 - 9/200	145	61	84
10/200 - 19/200	245	109	136
20/200	274	127	147
Restricted Field	43	19	24
Extent of Vision Unknown	21	9	12

TABLE 3 Blind persons added to the Massachusetts Register of the Blind by age and sex January 1, 1965 through December 31, 1965.

Age	Total	Male	Female
Total	990	432	558
Under 5 yrs.	24	11	13
5 to 19 yrs.	63	44	19
20 to 44 yrs.	70	40	30
45 to 64 yrs.	201	89	112
65 to 74 yrs.	156	54	102
75 to 84 yrs.	231	85	146
85 yrs. and over	96	45	51
Unknown	149	64	85

TABLE 4 Causes of blindness of 840 persons added to the Massachusetts Register of the Blind, January 1 through December 31, 1965.

Cause	Total	Male	Female
Total	840	363	477
Glaucoma	75	35	40
Myopia	20	11	9
Keratitis	5	1	4
Cataracts	68	23	45
Uveitis	14	7	7
Retinal Degeneration	197	85	112
Retrolental Fibroplasia	2	2	0
Other Retinal Defects	159	63	96
Optic Nerve Atrophy	32	20	12
Unknown	25	13	12
Other Corneal Defects	19	7	12
Other Residuals	56	27	29
Multiple Affections	168	69	99

TABLE 5 Blind persons added to the Massachusetts Register of the Blind by age during the 12 months July 1, 1959 through June 30, 1960 and of those, the persons remaining active on June 30, 1961, June 30, 1962, June 30, 1963, June 30, 1964, June 30, 1965, and June 30, 1966.

Age	Total 1960	1961	1962	1963	1964	1965	1966
Total	810	685	624	560	534	488	449
Under 1 yr.	5	0	0	0	0	0	0
1 to 2 yrs.	7	5	0	0	0	0	0
2 to 3 yrs.	5	5	4	0	0	0	0
3 to 4 yrs.	4	5	4	1	0	0	0
4 to 5 yrs.	1	3	6	9	2	1	0
5 to 9 yrs.	31	24	21	16	18	15	13
10 to 14 yrs.	19	22	20	27	27	22	20
15 to 19 yrs.	7	5	9	7	10	16	17
20 to 24 yrs.	9	9	8	8	7	6	5
25 to 29 yrs.	13	13	11	8	6	6	7
30 to 34 yrs.	13	12	12	12	9	10	11
35 to 39 yrs.	17	19	15	12	12	9	11
40 to 44 yrs.	15	14	13	14	17	16	14
45 to 49 yrs.	27	18	21	19	16	14	14
50 to 54 yrs.	32	32	31	25	21	20	17
55 to 59 yrs.	45	37	31	30	32	29	28
60 to 64 yrs.	64	53	44	35	28	29	24
65 to 69 yrs.	73	65	54	61	51	45	36
70 to 74 yrs.	97	71	64	45	46	43	45
75 to 79 yrs.	89	88	88	80	70	56	40
80 to 84 yrs.	101	77	68	60	61	58	60
85 to 89 yrs.	63	68	66	53	58	56	48
90 to 94 yrs.	28	27	26	30	34	26	27
95 to 99 yrs.	2	5	5	7	8	11	10
100 yrs. or over	0	0	0	0	0	0	1
Age Unknown	43	8	3	1	1	0	1

TABLE 6 Blind persons removed from the Massachusetts Register of the Blind from January 1 through December 31, 1965.

Age	Total	Male	Female	Percent
Total	730 (100%)	310 (42%)	420 (58%)	100.0
Under 5 yrs.	3	3	0	.4
5 to 19 yrs.	12	9	3	1.7
20 to 44 yrs.	41	23	18	5.6
45 to 64 yrs.	73	37	36	10.0
65 to 74 yrs.	130	52	78	17.8
75 to 84 yrs.	196	86	110	26.9
85 yrs. and over	239	86	153	32.7
Age Unknown	36	14	22	4.9

TABLE 7 Causes of blindness of 753 children of school age born 1948 through 1959 on the Massachusetts Register of the Blind on June 30, 1966.

Total	753
Hydrophthalmos (Bupthalmos)	16
Secondary Glaucoma	1
Microphthalmos	5
Anophthalmos	2
Albinism	48
Hypoplasia of Orbit	1
Myopia	29
Endophthalmitis	1
Nystagmus	75
Neuroparalytic Keritîtis	1
Corneal Opacities	3
Corneal Dystrophy	1
Corneal Abnormality	1
Congenital Cataracts	81
Dislocated Lenses	5
Iridocyclitis	2
Uveitis	5
Choreoretinitis	11
Other Affections of the Choroid	2
Sympathetic Ophthalmia	1
Aniridia	13
Coloboma Iris, Retina Choroid	8
Retrolental Fibroplasia	265
Detachment of Retina	5
Retinitis Pigmentosa	15
Macular Degeneration	11
Retinal Degeneration	6
Other Affections of Retina	7
Retinoblastoma and Glioma	8
Optic Nerve Atrophy (of these 9 caused by brain tumor)	81
Optic Neuritis	3
Hyperplastic Vitreous	2
Site and Type of Affection Not Established	38

TABLE 8 Whereabouts of 753 school age children born 1948 through 1959 on the Massachusetts Register of the Blind on June 30, 1966.

Total	753
Regular School	183
Perkins School for the Blind	163
Sight Saving Classes	85
Regular School with Braille	45
Ransom Greene Unit of the Walter E. Fernald State School	129
Wrentham State School	10
Belchertown State School	5
Paul A. Dever State School	5
Monson State Hospital	4
Braille Classes	13
Special Classes	23
Trainable Classes	8
Center for Blind Children	10
At Home Retarded	21
Out of State Schools for the Blind	3
Out of State Schools for Retarded and Disturbed	4
Private Schools for the Disturbed	5
Private Schools for the Retarded	3
At Home Multiple Handicapped	1
Metropolitan State Hospital	1
Class for Cerebral Palsy	1
Class for Disturbed	3
Crotched Mountain Rehabilitation Center	1
Unknown	18
Out of School Over 16	5
In College	1
Radio Broadcasting School	1
Tewksbury State Infirmary	1
Chronic Hospital	1

TABLE 9 Source of Referral of 753 school age blind children born 1948 through 1959 on the Massachusetts Register of the Blind on June 30, 1966.

Total	753
Massachusetts Eye and Ear Infirmary	123
Other Hospitals	22
Ophthalmologists	131
Families	113
Friends	16
School Personnel	93
Walter E. Fernald State School	40
Other State Schools	11
Division of Special Education	46
Private Agencies	45
General Physicians	8
Optometrists	4
Perkins School for the Blind	38
Center for Blind Children	32
Public Agencies	19
Others	12

TABLE 10 Causes of blindness of 115 preschool blind children born 1960 and later on the Massachusetts Register of the Blind on June 30, 1966.

Total	115
Hydrophthalmos (Congenital Glaucoma)	4
Microphthalmos	7
Anophthalmos	4
Albinism	2
Coloboma of Eyeball	1
Myopia	1
Nystagmus	5
Corneal Opacities	2
Congenital Cataracts (of these 2 were caused by Rubella)	23
Dislocated Lenses	1
Chorioretinitis	1
Aniridia	2
Retrolental Fibroplasia	11
Detachment of Retina	3
Retinitis Pigmentosa	2
Retinal Degeneration	1
Retinoblastoma	5
Optic Nerve Atrophy	19
Site and Type of Affection Not Established	21

TABLE 11 Whereabouts of 115 preschool blind children born 1960 and later on the Massachusetts Register of the Blind on June 30, 1966.

Total	115
At Home	67
Nursery Schools	9
Regular Kindergarten	5
Perkins School for the Blind	3
Regular School	2
Ransom Greene Unit of the Walter E. Fernald State School	17
Belchertown State School	4
Monson State Hospital	1
Sight Saving Class	1
Center for Blind Children	1
Unknown	5

TABLE 12 Sources of referral of 115 preschool blind children born 1960 and later on the Massachusetts Register of the Blind on June 30, 1966.

Total	115
Families and Relatives	28
Massachusetts Eye and Ear Infirmary	16
Other Hospitals	11
Division of Special Education	2
Public Agencies	8
Private Agencies	11
Walter E. Fernald State School	16
Neighbors and Friends	4
Perkins School for the Blind	4
Belchertown State School	2
Wrentham State School	1
Ophthalmologists	11
General Physicians	1

TABLE 13 Causes of blindness of 84 blind children born 1948 and later added to the Register June 30, 1965 to June 30, 1966.

Total	84
Myopia	4
Albinism	4
Anophthalmos	1
Microphthalmos	3
Coloboma of Iris	2
Congenital Cataracts (of these 4 caused by Rubella)	14
Dislocated Lenses (Marfans Syndrome)	2
Opacity of Cornea	1
Iridocyclitis	1
Choreoretinitis	1
Choroiditis	1
Retrolental Fibroplasia (2 of these are infants)	4
Retinitis Pigmentosa	3
Topetoretinal Degeneration	1
Retinal Degeneration	1
Macular Degeneration	1
Retinal Folds	1
Retinosis	1
Retinoblastoma	4
Optic Nerve Atrophy	10
Nystagmus	16
Site and Type of Affection Not Established	8

TABLE 14 Disposition of 84 children added to the Massachusetts Register of the Blind between June 30, 1965 and June 30, 1966.

Total	84
Regular School	24
Sight Saving Classes	7
Perkins School for the Blind	1
Regular School with Braille	1
Preschool Counselling	23
Ransom Greene Unit of the Walter E. Fernald State School	6
Foster Home	3
Nursery School	1
Regular Kindergarten	3
Cerebral Palsy Nursery School	1
Special Class	3
Vocational Rehabilitation	2
Trainable Class	1
Class for Emotionally Disturbed	1
Private School for Retarded	1
Chronic Hospital	1
Unknown, Services not Wanted	2
Moved Out of State	3

TABLE 15 Diagnosis of 46 children with defective sight but not legally blind referred to the Massachusetts Division of the Blind during the 12 month period June 30, 1965 to June 30, 1966.

Total	46
Congenital Glaucoma	2
Albinism	2
Myopia	8
Nystagmus	8
Corneal Scarring	2
Cataracts	5
Dislocated Lens	1
Choreoretinitis	1
Sympathetic Ophthalmia	2
Aniridia	1
Retrolental Fibroplasia	2
Retinitis Pigmentosa	1
Detachment of Retina	1
Macular Degeneration	2
Optic Atrophy (brain tumor)	2
Site and Type of Affection Not Established	6

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TABLE 16 Disposition of 46 children with defective sight but not legally blind referred to the Massachusetts Division of the Blind during the 12 month period June 30, 1965 to June 30, 1966.

Total	46
Home	13
Regular School	23
Sight Saving Classes	6
Perkins School for the Blind	1
Special Class	1
Out of Country for Treatment	1
Whereabouts Unknown	1

TABLE 17 Sources of referral of 46 children with defective sight but not legally blind referred to the Massachusetts Division of the Blind during the 12 month period June 30, 1965 to June 30, 1966

Total	46
Family	9
Massachusetts Eye and Ear Infirmary	1
Division of Special Education	24
School Personnel	4
School Department	1
Medical Doctors	4
Public Agency	1
Lions Club (Private Agency)	1
Selected	1

TABLE 18 Massachusetts Department of Education, Division of the Blind. Cases of Retrolental Fibroplasia born 1948 to 1966 reported to the Division of the Blind according to the year referred and birth year as of June 30, 1966.

Year Born	Year Referred 1966	'65	'64	'63	'62	'61	'60	'59	'58	'57	'56	'55	'54	'53	'52	'51	'50	'49	'48	Total Born Each Year
1966	1																			1
1965	1																			1
1964		1																		1
1963			1																	1
1962				1																1
1961					4															4
1960						2														2
1959						1	3	1												5
1958			1	1				5	1											8
1957			1	1				1		1										4
1956					2			1		4	1									8
1955						1	1	2	2	3	5	1								15
1954						2	2	1			3	6	4							18
1953								1	1	1	1	8	17	6						35
1952								2	2	1		6	9	22	7					49
1951				1	2							1	2	4	18	6				34
1950								4	1		1	4	1	2	8	9				30
1949	1				1					1	1	3			3	1	15	5		31
1948														1		4	2	17	4	28
Total Referred Each Year	3	1	3	4	9	6	6	18	7	11	12	29	33	35	36	20	17	22	4	276

ANNUAL REPORT

Bureau of Library Extension
Year Ending June 30, 1966

DIVISION TO BUREAU

As a result of the Willis-Harrington Commission Report, the Legislature in June 1965 enacted Chapter 572 of the Acts of 1965 to take effect in September 1965. Under this legislation momentous changes were made in the structure of public education in Massachusetts. With the statutory changes completed, the Division of Library Extension became the Bureau of Library Extension assigned administratively to the Division of Curriculum and Instruction, one of the five operating Divisions in the Department of Education. The Bureau will report to the Commissioner of Education through the Associate Commissioner appointed to head up the Division of Curriculum and Instruction. An opinion handed down by the Attorney General in May 1966 indicates that the Board of Library Commissioners "continues to exist pursuant to G.L. c. 15, sec. 9, and to perform all the various functions and duties assigned to it by G.L. c. 78, sec. 14, et seq."

COMING OF AGE

The November 1, 1965 issue of Wall Street Journal contained a front page article on libraries. When periodicals of this type consider libraries their business, then libraries have truly come of age! The article shatters the image of the antiquated institutions of public service of yester-years presided over by librarians who should be "colored gray". It describes instead what is really going on inside the libraries of today which are on the fast-moving stream of twentieth century library service. Metabolic changes are taking place in libraries and in librarians! Libraries are no longer introverted institutions wrapped up in their own affairs and taking little or no active interest in educational problems and in the affairs of other public service agencies. Librarians are no longer "keepers of books". They are partners in planning and catalysts in transforming public and school libraries into active, aggressive and vital factors in formal and popular education.

THE FIVE AND TEN PARTNERSHIP

The federal aid program inaugurated ten years ago, in concert since 1961 with a state aid program, has produced an effective revolution and quiet symphony in library services which is sweeping away the vestiges and cob-webs of "tradition of local pride and necessity" that have plagued and appreciably slackened the pace of development of local public and school library services.

A comparison of statewide statistics for local public library service for 1955 and one decade later shows a 26% increase in number of bound volumes in collections; a 14% increase in book circulation; an 85% increase in income from municipal appropriation; a 70% increase in total income (including trusts, endowments, gifts, etc.); a 127% increase in expenditures for books; and a 111% increase in expenditures for salaries. The best library staff and greatest

collection of books in the world would make little impact on the community unless hours of service were scheduled to meet the users' needs and convenience. In the 1955-1965 decade, hours of public library service were increased in 207 of the 344 municipalities which have one or more local public libraries. In 51 of these communities, library hours open were doubled; in 24 communities the increase represented a tripling of the library service hours reported in 1955.

$2.57 per capita was available in 1955 for public library services. 99% of this amount represented income from local appropriation; and 1% represented state appropriated funds for support of this agency which offered aid-in-kind to local public libraries.

In 1965, approximately $4.40 per capita was available for public library services. 84% of that amount or $3.70 per capita came from local appropriation. The state aid for direct grants and reimbursement for regional public library systems accounted for 9% or $.40 per capita. Federal Library Services and Construction Act funds for public library services and public library construction accounted for 7% or $.30 per capita of the total $4.40 figure.

Lest anyone get the impression that the state's public libraries are sodden with wealth, it is interesting to note that in 1965 only five of the twenty municipalities with local public libraries serving a population of 50,000 or more had a per capita income figure of $4.47 - the figure used as adjusted to 1964's higher operating costs in the National Inventory of Library Needs as necessary to meet a minimum standard of support for local public library service.

FANCY PROGNOSTICATION

A little delving into the archives unearthed the following evidence of shrewd and sharp prognostication by the Board of Library Commissioners some eight years ago. Back in 1958 the Board and Bureau developed a five-year plan for public library development in the Commonwealth. At that time, for the 1958 fiscal year, the Bureau had an operating budget from state appropriation of $129,855.00 and an allocation for rural public library services of $78,487.00 in federal funds under the Library Services Act.

On June 24, 1958 the Board of Library Commissioners meeting in joint session presented a five-year plan to the Board of Education with projected plans and budget figures as noted below:

Fiscal 1959-1960 Budget $325,000.

1. Relocate Bureau to provide adequate quarters. 2. Establish Regional Library Service in Southeastern Area by: (a) setting up Regional Reference Center and Book Storage Depot for Cape Cod and the Islands; (b) relocating and expanding present State Regional Library Center at Fall River; or establishing Southeastern Regional Library Service Center affiliated by contract with New Bedford Public Library.

Fiscal 1960-1961 Budget $500,000.

Inaugurate Regional Public Library System in Central Massachusetts either by establishment of area branch office of the Bureau; or by contracts with the Worcester and Fitchburg Public Libraries for regionwide library services.

Fiscal 1961-1962 Budget $700,000.
Further develop state regional library services in Western Massachusetts by contracting with the Springfield City Library to extend services to Hampden and Hampshire counties.

Fiscal 1962-1963 Budget $900,000.
Increase Bureau staff by addition of consultants to plan and coordinate state-wide continuing program of training activities for practicing librarians. Develop state-wide public relations program. Expand and extend regional service offered from State Regional Library Centers at Greenfield, Pittsfield and North Reading.

Fiscal 1963-1964 Budget $1,050,000.
Coordinate resources of public, college and special libraries in the Commonwealth by development of bibliographic and research centers in metropolitan areas of Boston, Springfield, and Worcester. Consider use of teletype to expedite location of materials and provide speedier system of inter-library loans.

Let's look at what had been accomplished of this projected plan at the close of the 1964 fiscal year. The Bureau's budget had reached $2,228,887. of which $2,106,040. was state appropriation for the Bureau, for direct state aid to local libraries and for state aid reimbursement for regional library systems; and $122,847. was the federal funds LSA grant for rural library services. The regional systems in Central and Western Massachusetts were established by contractual arrangements with Fitchburg, Springfield and Worcester and with funding from state aid reimbursement payments. The Bureau's staff had been increased and an improved publicity and public relations program established using federal funds available under LSA.

Much of the progress in that five-year period is due to the enactment in 1960 by the General Court of Chapter 760 which provides annually approximately two and half million dollars of state aid for public libraries. When in June 1958 with a total budget of $208,342. a program and budget for fiscal 1964 calling for $1,050,000. was proposed for this agency, the Board was "thinking big". Neither the state aid bill nor the expanded LSCA were realities at the time. As crystal-ball gazers and prognosticators the Board and Bureau rate an A+!

ON TARGET

The solution to the increasing library needs of residents of the Bay State is rooted in the concept of cooperation. The state aid law created and legalized the machinery to develop a statewide plan to quicken and provide equal access to books and information for all regardless of their place of residence. Massachusetts is on target now with state assistance to libraries firmly based on systems and building on the strengths of the state's largest and best stocked public libraries. Two of three Regional Public Library Systems are fully operative. The structure is legal; the participation by local library agencies is voluntary; the local control of community libraries is preserved; and the administration is feasible. The State Plan for the use of LSCA - Title I federal funds calls for the expenditure of more than half of the state's allotment to supplement the state-aided regional public library systems because only within

the structure of cooperative systems can everyone have superior library service.

Needed at the state level now is a structure to draw together the interests of all types of libraries. The Library Services and Construction Act promises in the future to provide this tool and the funds for innovation and new programs of cooperative efforts among public, school and academic libraries. Public librarians must realize their responsibility to keep abreast of all federal aid programs, for there are several under which desirable library projects may be undertaken at the local level.

PUBLIC LAW 89-10
TITLE II - 1965 ELEMENTARY AND SECONDARY EDUCATION ACT

The 1965 Elementary and Secondary Education Act via its five separate titles provides massive infusions of federal funds to the states to help improve the quality of instruction and learning in the Nation's schools. Title II of the ESEA places the focus on school libraries and/or instructional materials centers - recognizing that teaching and learning today depend upon access to effective school library materials, high quality, up-to-date textbooks, and a variety of other non-print instructional resources.

The Bureau of Library Extension was designated by the Commissioner of Education as the agency to administer Title II of the ESEA. From a total nationwide appropriation of $100 million for the first year of a 5-year program, allotments were made to the States on the basis of number of children enrolled in public and private elementary and secondary schools within each State. Up to 5 per cent of the State's grant might be used for administering the State Plan during the first year.

The Massachusetts 1966 allotment for ESEA - Title II was $2,622,125. The State Plan was a blueprint geared toward the development of an effective program of school library service for the students and teachers in every public and private school in the Commonwealth serving students enrolled in kindergarten through grade twelve. Under this federal assistance program, the concept of a centrally located school library or instructional materials center is the ultimate long-range goal toward which each participating school or school system is expected to direct its attention. It is also our expectation that Title II grants will foster and encourage the melding and/or cooperative inter-relationship of the functions and services of the library with those of the audio-visual department for the maximum benefit and use of all instructional media.

Approximately $41,000. of the total federal allocation was expended in fiscal 1966 for administration with the remaining amount of $2,581,125. available for federal grants for resources to public and private schools. Despite the facts that federal approval of the State Plan did not come through until February of 1966 with an effective date of December 28, 1965, and that project applications of local schools could not be approved until May of 1966, the Bureau obligated the entire 1966 state allotment of $2,622,125.

890 applications representing 1,817 elementary schools and 508 secondary schools were processed and approved. The staff was assisted greatly in the preparation of the State Plan and its implementation by an Advisory Committee composed of school superintendents, school administrators, school librarians, and audio-visual specialists. Every effort was made to include on the Advisory Committee representatives from public and private schools from different size communities and geographical areas.

Restrictions of time and staff precluded the fullest development of the State Plan in fiscal 1966. A complete evaluation of the 1966 program is also not possible until a later date when the available materials have actually been in use in the schools. Fragmentary reports indicate: (1) a tremendous enthusiasm and interest on the part of school administrators in developing long range plans for improving school library facilities; and, (2) a willingness to request local appropriations for personnel, equipment and supplies to insure the effective use of the federal grants for school library resources.

WHERE TO NOW?

Today the federal government is identifying national goals and needs in library service; is providing substantial doses of supporting funds to remedy inadequacies; and is evaluating our total library effort as a nation.

The Bureau has a key role to play in this opus—that of encouraging and procuring a proper balance of strength among local, state and federal library agencies—composing what will increasingly become a calculated interdependence.

Today and tomorrow's library service must be planned from the vantage point of the library user who cares little about the type of library but a great deal about the ability of that library to supply his needs.

Students make up over 34% of today's population! For this reason alone, public, school and academic libraries must experiment together with new techniques and service patterns. Public libraries will increase their effectiveness and influence in education when their particular virtues are combined somehow with the situational advantages of the school and college libraries.

Massachusetts using local, state, and federal funds will continue to build toward "customized" library service for all through cooperative efforts.

FISCAL 1966

STATISTICAL SUMMARY

FINANCES

State appropriation for Division Operation................	$ 195,467.
State Aid for Direct Grants to cities and towns...........	1,276,641.
State Aid for Regional Public Library Systems............	370,448.
State Funds Sub-Total.............	$ 1,842,556.
Federal Fund Allotment for LSCA - Title I.................	$ 658,637.
Federal Fund Allotment for LSCA - Title II................	846,552.
Federal Fund Allotment for ESEA - Title II...............	2,622,125.
Federal Funds Sub-Total.............	$ 4,127,314.
GRAND TOTAL State and Federal Funds......................	$ 5,969,870.

STAFF (FTE Positions)

Professional - 26 Sub-Professional and Clerical - 33
Vacancies as of June 30, 1966
Professional - 7 Sub-Professional - 0 Clerical - 6

CERTIFICATION AND PLACEMENT ACTIVITIES

Professional certifications by examination................	133
Professional certifications by library school degree......	164
Sub-Professional certifications...........................	968
Certificates Replaced.....................................	22
Librarians registered for placement referral..............	65
Libraries using placement referral service................	81
Positions listed with placement referral service..........	112

PUBLICATIONS	Number of Issues
76th Annual Report of the Board...........................	1
Bureau News Letter..	12
Children's Beacon...	1
Trail Talk..	6
Selected Accessions List..................................	2
Miscellaneous Group.......................................	37

BOOK COLLECTION AND RELATED SERVICES

	Headquarters and Regional Centers at Fall River and North Reading	Central Regional System	Western Regional System
Books in collections 6/30/66	142,819	38,907	90,311
Books added in 1966	7,422	15,186	27,521
Books circulated	357,940	47,894	397,229
Inter-library loan and reference requests	8,010	8,943	18,552
Films loaned	--	7,008	4,050
Total film audiences	--	351,772	190,136
Booklists and bibliographies compiled	24	55	12

PROGRAM AND SERVICE ACTIVITIES

	Headquarters and Regional Centers at Fall River and North Reading	Central Regional System	Western Regional System
Visits to libraries	128	209	188
Office conferences	353	939	226
Talks and program participation..	105	90	118
In-service training programs	18	25	10
Number of enrollees	476	203	485

ANNUAL REPORT

DIVISION OF TEACHERS' RETIREMENT BOARD

For the period

JANUARY 1, 1965 to DECEMBER 31, 1965

During the calendar year 1965, the fifty-second consecutive year of managing the Massachusetts Teachers' Retirement System, the Teachers' Retirement Board pursued its activities in numbers and dollars to the extent of the following:- New teachers entering the service of the public schools of Massachusetts for the first time, of whom membership was required, numbered 6,183. Former teacher members who were reinstated, numbered 935. Deposits in the amount of $16,376,415.00 were received and credited to the accounts of the members. Deposits in the amount of $88,756.28 were received by transfer from other retirement systems in the Commonwealth and were credited to members' accounts. The net interest on investments totaled $6,393,846.13. The number of teachers who left the service through resignation totaled 4,185. Of this number, 1912 received refunds totaling $1,902,419.48, and 2, 273 totaling $1,874,777.72 were transferred to the inactive membership account. Refunds totaling $1,052,814.06 were paid from the inactive membership accounts to 1,359 teachers whose services had terminated through resignation prior to January 1, 1965. Transfers of deposits in the amount of $315, 023.34 were made to other retirement systems on account of 174 teachers. Refunds of $383,580.60 were paid to the beneficiaries and estates of 65 active and 4 inactive teachers who died in 1965, and $39,480.86 was paid on account of 9 teachers who died prior to January 1, 1965.

Retirement allowances on account of superannuation were established for 720 teachers in the amount of $3,304,626.60 of which $496,612.56 is annuity which is derived from the accumulated total deductions of the teacher on the date of retirement and $2,808,014.04 is pension chargeable to the appropriation made by the Commonwealth for this purpose. Retirement allowances on account of ordinary disability were established for 3 teachers in the amount of $17,792.40 of which $1,876.32 is annuity and $15,916.08 is pension. A retirement allowance on account of accidental disability was established for 1 teacher in the amount of $5,451.84 of which $371.88 is annuity and $5,079.96 is pension.

An accidental death benefit for 1 person was established totaling $8,216.64, which is chargeable to pension.

Member-survivor allowances were established in 8 instances in which the teacher died before retirement and had appointed an eligible beneficiary. The total of the annual allowances was $18,817.44 of which $6,157.32 is annuity and $12,660.12 is pension. Member-survivor allowances were established in 28 other instances in which teachers died before retirement without nominating an eligible beneficiary and the spouse was eligible to elect the member-survivor allowance in lieu of a cash refund of the accumulated total deductions to the credit of the member on his date of death. The total of the annual allowances

established in these cases was $51,360.24 of which $12,872.16 is annuity and $38,488.08 is pension. Survivor allowances were also established in 11 instances in which the teacher member died before retirement, and the widow or person acting for surviving children under age 18 or over said age who were physically or mentally incapacitated from earning on the date of death of the member, elected to receive benefits for widows and/or children. The total of the annual allowances so established was $27,420.00, of which $2,007.02 is derived from accumulated total deductions and $25,412.98 is chargeable to the Commonwealth appropriation. In all 772 teachers or their survivors were placed on the retired roll of the system.

There were 338 retired teachers who died, including 1 accidental death benefit, and of this number there were 21 instances in which survivor allowances were continued to an eligible beneficiary, as the teacher had elected the joint and last survivor form of retirement allowance at the time of retirement. The total of survivor allowances to be continued was $41,019.00 of which $7,741.92 is annuity and $33,277.08 is pension. There were 6 persons granted allowances as surviving spouses of members who were retired prior to April 1, 1951, and who had completed 35 years of service and had attained age 65 at the time of retirement. These persons are receiving one-half of the retirement allowance the member was receiving at the time of death, and in this instance the total amount is $8,081.64 chargeable to pension. In the remaining 311 instances a total of $285,816.97 was paid to the beneficiaries or estates of teachers who had elected the cash refund annuity form of retirement allowance at the time of retirement. In addition 9 beneficiaries who were receiving survivor allowances died, and in these instances no further payments were made after death. In all 320 teachers and beneficiaries were removed from the retired roll of the system.

As of December 31, 1965, there were 8,337 retired teachers and survivors receiving allowances from the system. The annual retirement allowances of these persons total $27,010,808.52 of which $4,430,231.46 is annuity and $22,580,577.06 is pension. Of this number 128 were receiving allowances on account of ordinary disability totaling $222,627.72 of which $29,172.72 is annuity and $193,455.00 is pension; 14 were receiving allowances on account of accidental disability totaling $61,483.92 of which $5,551.56 is annuity and $55,932.36 is pension; 2 spouses were receiving an accidental death benefit in the amount of $11,035.92 per year all chargeable to pension; 137 beneficiaries were receiving joint and last survivor allowances totaling $251,964.96 of which $51,167.40 is annuity and $200,797.56 is pension; 95 survivors of teachers who died before retirement and who had been appointed by the member as survivor allowance beneficiaries, were receiving allowances totaling $176,618.04 of which $49,676.88 is annuity and $126,941.16 is pension; 337 survivors of teachers who died before retirement and who as spouses elected to receive member-survivor allowances in lieu of cash refunds, were receiving allowances totaling $456,231.12 of which $109,918.92 is annuity and $346,312.20 is pension; included in this number are 3 spouses of teachers who retired and died within 30 days of the date of retirement; 70 widows and persons, acting for surviving children under age 18 or over said age and physically or mentally incapacitated from earning on the date of death of the teacher, were receiving allowances as widows and/or surviving children, totaling $140,183.28 of which $15,552.78 is derived from accumulated total deductions and $124,630.50 is chargeable to the pension appropriation made by the Commonwealth - included in this number are 11 husbands or guardians receiving allowances paid solely for the eligible children of female teacher members. There were also 6 persons receiving allowances under Chapter 506, totaling $8,081.64. There were 7,689 living retired teachers receiving superannuation retirement allowances in the amount of $25,966,693.56 of which $4,203,915.48 is annuity and $21,762,778.08 is pension.

Annual statements of balances of members' individual accounts were mailed seasonably to 51,188 members; of this number 46,601 were members actively engaged in the teaching service; 4,587 were inactive members, those who have terminated from the teaching service other than by retirement and death, and who have left the accumulated deductions on deposit.

The annual financial statement of the system required of the Teachers' Retirement Board was filed seasonably with the Office of the Commissioner of Insurance.

The annual reports required of the Teachers' Retirement Board were filed seasonably with the Governor, State Treasurer and Commissioner of Education.

On December 31, 1965, the amount of reimbursement to be paid by the Commonwealth for the school year 1964-1965 on account of pensions of teachers retired under the local systems was as follows:

Boston School Committee	$ 130,675.34
Boston Retirement Board	75,190.40
State-Boston Retirement System	3,847,128.56
Brookline	4,778.26
Cambridge	4,248.20
Milton	2,615.16
Pittsfield	2,700.00
Wellesley	1,602.12
	TOTAL $ 4,068,938.04

Respectfully submitted,

Owen B. Kiernan, Commissioner

Raymon W. Eldridge

Helen H. Theinert

STATEMENT FOR THE YEAR ENDING DECEMBER 31, 1965, MADE TO THE COMMISSIONER OF INSURANCE BY THE SECRETARY OF THE TEACHERS' RETIREMENT BOARD

ANNUITY SAVINGS FUND, ANNUITY RESERVE FUND, AND SECTION 12B FUND

INCOME

Annuity Savings Fund:	
Members deposits and personal payments	$16,376,414.52
Members deposits transferred from Other Retirement Systems in the Commonwealth	88,756.28
Interest on investments (less $88,994.81 accrued interest and $22,972.50 interest receipts adjusted by Treasurer)	6,393,846.13
From Pension Fund--	
Workmen's Compensation deductions	205.24
Reinstatement - Unclaimed inactive members accounts	1,884.66
Loss on securities called, sold, and exchanged	2,832.20
Annuity Reserve Fund:	
From Military Service Credit Fund--	
Accumulated Military Service Credit deposits of members retired	7,731.65
Accumulated Military Service Credit deposits of members - member-survivor benefits	2,339.96
From Pension Fund--	
Deficit - Annuity Reserve Dec. 31, 1964	421,529.36
Total Income	$23,295,540.00

CARRIED FORWARD

ANNUITY SAVINGS FUND, ANNUITY RESERVE FUND, AND SECTION 12B FUND

BROUGHT FORWARD -- Total Income		$23,295,540.00

DISBURSEMENTS

Annuity Savings Fund:		
Refunds to members - resignation	$2,955,233.54	
Refunds to benef. & estates - deaths	423,061.46	
Transfers of deposits of members to Other Retirement Systems in the Commonwealth	315,023.34	
Amount under amortized value received on securities called, sold, and exchanged	2,832.20	
To Pension Fund:		
Interest earned in 1964 in excess of interest credited in 1964	733,665.89	
Excess interest credited to members accounts refunded	7,705.65	
Unclaimed inactive members accounts over 10 yrs. old	11,950.41	
Investment expense	271.17	
Decrease in market value stocks	7,737.50	
Decrease in amortization	11,776.31	
Annuity Reserve Fund:		
Annuity payments - Retired members and member survivors a/c Option (c) and Option (d)	4,238,546.27	
Cash Refund Annuities to estates and beneficiaries of retired members	285,816.97	
Section 12B Fund:		
To Pension Fund--		
Payments to survivors - chargeable to accumulated deposits - Section 12B	15,197.72	
Total Disbursements		9,008,818.43
Income in excess of disbursements		$14,286,721.57

ANNUITY SAVINGS AND ANNUITY RESERVE FUNDS

ASSETS

Investments, Schedule A par value ($180,501,900.)	
Amortized value	$181,985,341.76
Savings Bank Deposits	900,000.00
Stocks - Market value	178,925.00
Cash	3,480,479.83
Accrued Interest on securities	1,752,261.23
Gross Assets	$188,297,007.82

LIABILITIES

Deductions and personal payments of members-active	$110,456,711.54	
Interest credits	28,227,861.39	
Accumulated deductions of members - active		138,684,572.93
Deductions and personal payments of members - inactive	3,489,539.62	
Interest credits	574,893.87	
Accumulated deductions of members - inactive		4,064,433.49
Deductions and personal payments - members deceased	55,348.22	
Interest credits	19,506.72	
Accumulated deductions of members - deceased		74,854.94
Reserve for payments of survivor benefits a/c Section 12B		177,705.09
Reserve for payments due beneficiaries and estates of deceased retired members and deceased survivor beneficiaries		80,495.94
Reserve for retired members, beneficiaries, and survivors living		44,818,208.00
Due Commonwealth as provided by Section 22 of Chapter 32 of the General Laws		396,737.43
Total Liabilities		$188,297,007.82

MEMBERSHIP

Active membership December 31, 1965		46,601
Inactive membership December 31, 1965:		
Resigned or terminated - Unpaid	4,587	
Deaths - Unpaid	18	
Retired - living	7,687	
Accidental Deaths	2	
Benef. of retired teachers receiving under Op. (c)	140	
Member-survivor benef. receiving under Section 12(2) (Option (d))	432	
Survivors receiving benefits under Section 12B	70	
Survivors receiving benefits under Chapter 506 of the Acts of 1962	6	12,942
Total Membership December 31, 1965		59,543

I hereby certify that the above statement is a complete and correct exhibit of the financial condition of the Teachers' Retirement System of the Commonwealth of Massachusetts on the Thirty-first day of December, 1965.

A true statement, made under the penalties of perjury.

/s/ Joseph B. Carroll
Executive Secretary

NET INTEREST EARNED IN 1965 AND AMOUNT CREDITED TO MEMBERS' ACCOUNTS

Total Interest and Dividends received		$6,505,813.44	
Less to correct interest credited Dec. 1964		22,972.50	$6,482,840.94
Accrued Interest Dec. 31, 1965			1,752,261.23
Total			8,235,102.17
Accrued Interest on securities purchased		88,994.81	
Accrued Interest Dec. 31, 1964		1,590,760.02	
Total			1,679,754.83
Balance			6,555,347.34
Amortized value of securities Dec. 31, 1964		168,726,863.07	
Adjustment of amortized value of securities Dec. 31, 1964		130.02	
Value of Savings Bank Deposits Dec. 31, 1964		600,000.00	
Value of Insurance Company stock Dec. 31, 1964		91,850.00	
Par Value of securities purchased		13,850,000.00	
Premium paid on securities purchased		177,243.50	
Savings Bank Deposits purchased		300,000.00	
Bank stock purchased		94,812.50	
Total		183,840,899.09	
Securities matured	$ 583,000.00		
Amortized value of securities called and sold	99,988.40		
Discount on purchases	74,130.12		
Total		757,118.52	
Balance		183,083,780.57	
Amortized value of securities Dec. 31, 1965	181,985,341.76		
Value of Savings Bank Deposits Dec. 31, 1965	900,000.00		
Value of Insurance Company stock Dec. 31, 1965	84,425.00		
Value of Bank stock Dec. 31, 1965	94,500.00		
Total		183,064,266.76	
Decrease			19,513.81
Total			6,535,833.53
Deduct Investment expense			271.17
Net Interest earned			$6,535,562.36

CARRIED FORWARD

NET INTEREST EARNED IN 1965 AND AMOUNT CREDITED TO MEMBERS' ACCOUNTS

BROUGHT FORWARD -- Net Interest earned			$6,535,562.36
Interest credited during 1965:			
To withdrawal refunds	$ 40,534.31		
To death refunds	6,258.61		
To accounts of members transferred to Other Retirement Systems	5,592.02		
To accounts of members retired in 1965	99,585.50		
Interest credited to active to correct 1964	3.93		
Total		$ 151,974.37	
Interest credited Dec. 31, 1965:			
to balances of members in active service	4,272,526.08		
To balances of members in withdrawal account	130,454.83		
To unpaid death accounts	2,356.01		
To Annuity Reserve Fund	1,265,661.84		
Total		5,670,998.76	
Total Interest credited		5,822,973.13	
Less adjustment on account of interest credited in error prior to Jan. 1, 1965		23.07	
Net Interest credited charged against interest earned			5,822,950.06
Net Interest earned in excess of interest credited to be transferred to the Commonwealth as provided by Sec. 22(6)(a)(iii)			712,612.30

ANNUITY SAVINGS AND ANNUITY RESERVE FUND

RATE OF INTEREST EARNED IN 1965

Ledger Assets December 31, 1964:		
Securities (Amortized value)		$168,726,863.07
Savings Bank Deposits		600,000.00
Insurance Company stock (Market value)		91,850.00
Cash		2,839,181.93
Total		172,257,895.00
Ledger Assets December 31, 1965:		
Securities (Amortized value)	$181,985,341.76	
Savings Bank Deposits	900,000.00	
Insurance Company stock	84,425.00	
Bank stock	94,500.00	
Cash	3,480,479.83	
Total		186,544,746.59
		358,802,641.59
Mean		179,401,320.80
Net Interest earned - $6,535,562.36	$\frac{6,535,562.36}{2}$ =	3,267,781.18
		$176,133,539.62

$$\text{Rate } \frac{6,535,562.36}{176,133,539.62} = 3.710572316\%$$

GAIN OR LOSS ON SECURITIES CALLED AND SOLD

Amortized value of securities called and sold	$ 99,988.40	
Amount received for securities called and sold	97,156.20	
Net loss on securities called and sold (Charged to Pension Fund as provided by Section 22(3)(c))		$2,832.20

INCREASE OR DECREASE IN MARKET VALUE OF STOCKS

Market value of stock Dec. 31, 1964	$91,850.00		
Market value of stock purchased in 1965 on date of purchase	94,812.50		
Total		$186,662.50	
Market value of stock Dec. 31, 1965		178,925.00	
Net decrease in market value of stock (Charged to Pension Fund-Section 22(3)(c))			$7,737.50

ANNUITY RESERVE FUND

Annuity Reserve Dec. 31, 1964, for retired members and Option (c) and Option (d) beneficiaries living			$41,028,620.00
Annuity Reserve Dec. 31, 1964, for amounts due estates of retired members and beneficiaries deceased			31,420.14
Accumulated total deductions of members retired in 1965 and Option (d) benefits effective in 1965 --			
Regular		$6,780,695.85	
Military		10,071.61	
			6,790,767.46
Interest credited to Fund Dec. 31, 1965			1,265,661.84
Due from Commonwealth a/c deficit for year 1965 as provided by Section 22(2)(d)			315,625.99
Total			$49,432,095.43

Annuity Reserve Dec. 31, 1965, for retired members and Option (c) and Option (d) beneficiaries living		44,818,208.00	
Annuity Reserve Dec. 31, 1965, for amounts due estates of retired members and beneficiaries deceased		80,495.94	
Annuity Payments (Net)	$4,238,546.27		
Payments to estates - Option (b) (Net)	285,816.97		
Reinstated to active service	9,028.25		
		4,533,391.49	
Total			$49,432,095.43

A true statement, made under the penalties of perjury.

/s/ Joseph B. Carroll
Executive Secretary
Teachers' Retirement Board

SECTION 12B FUND

Section 12B Fund Reserve Dec. 31, 1964, for beneficiaries living		$155,669.49
Accumulated total deductions transferred a/c benefits effective in 1965		37,233.32
Total		$192,902.81
Payments to survivors in 1965	$ 15,197.72	
Reserve to defray payments as required by Section 12B of Chapter 32 of the General Laws, as of Dec. 31, 1965	177,705.09	
Total		$192,902.81

TEACHERS' RETIREMENT BOARD

PENSION FUND for year ending December 31, 1965

Income

Received from Appropriation by Commonwealth for Pension Fund as provided by Section 22(3)	$21,238,432.36
Received from City, Town and County Retirement Systems a/c reimbursement as provided by Section 3(8)(c)	8,156.67
Received from members retired accounts of disability as refund of pension - Section 91A	2,014.80
Received from Military Service Credit Fund as provided by Chapter 560 of the Acts of 1949	526.24
Received from Section 12B Fund Account a/c of payments charged to Pension Fund in 1965	15,197.72
Received from Annuity Savings Fund a/c excess interest credited on refunds from withdrawal account - Section 22(6)(d)	7,705.65
Received from Annuity Savings Fund as provided by Chapter 531, Acts of 1957	11,950.41
Received from Annuity Savings Fund a/c interest earned in 1964 in excess of interest credited in 1964 (Section 22(6)(a)(iii))	733,665.89
Total	$22,017,649.74

PENSION FUND for year ending December 31, 1965

Disbursements

Pensions paid to members retired prior to January 1, 1946, under Chapter 832, Acts of 1913 - Warrants	$ 878,205.76		
Less - Cancelled checks	15,586.77		
Net Pensions paid - Chapter 832, Acts of 1913		$ 862,618.99	
Pensions paid to members retired after January 1, 1946, under Chapter 658, Acts of 1945 - Warrants	20,788,456.43		
Less - Cancelled checks	79,480.05		
Net Pensions paid - Chapter 658, Acts of 1945		20,708,976.38	
Total Pensions paid (Net)			$21,571,595.37
Reimbursements paid to City, Town, and County Retirement Systems as provided by Section 3(8)(c)			16,543.86
Refunds to former members as provided by Chapter 531, Acts of 1957			1,975.49
Transfer to Military Service Credit Fund a/c interest deficit December 31, 1964			1,083.56
Transfer to Annuity Savings Fund a/c reinstatement of former members - Chapter 531, Acts of 1957			1,884.66
Transfer to Annuity Savings Fund a/c deductions required by Section 14(1)(a) - Workmen's Compensation			205.24
Transfer to Annuity Savings Fund a/c loss on securities called, sold, and exchanged (Net)			2,832.20
Transfer to Annuity Reserve Fund a/c deficit December 31, 1964 (Section 22(2)(d))			421,529.36
Total			$22,017,649.74

A true statement, made under the penalties of perjury.

/s/ Joseph B. Carroll
Executive Secretary
Teachers' Retirement Board

TEACHERS' RETIREMENT BOARD

REIMBURSEMENT FUND for year ending December 31, 1965

Income

Received from Commonwealth by Appropriation for Reimbursements to Cities and Towns as required by Section 20(2)(c)		$3,709,938.60

Disbursements

Paid to City of Boston a/c pensions paid under Chapter 589, Acts of 1908 Paid 12/8/65 - Year 1963-1964	$ 146,760.62	
Paid to City of Boston a/c pensions paid under Chapter 521, Acts of 1922 Paid 12/8/65 - Year 1963-1964	86,379.31	
Paid to City of Boston a/c pensions paid by State-Boston Retirement System Paid 12/8/65 - Year 1963-1964	3,460,249.66	
Total paid to City of Boston	3,693,389.59	
Paid to Cities and Towns a/c pensions paid under Chapter 498, Acts of 1908:		
Town of Brookline - Year 1963-1964	5,041.71	
City of Cambridge - Year 1963-1964	5,553.19	
Town of Milton - Year 1963-1964	3,001.99	
City of Pittsfield - Year 1963-1964	1,350.00	
Town of Wellesley - Year 1963-1964	1,602.12	
Total Payments a/c Reimbursements		$3,709,938.60

A true statement, made under the penalties of perjury.

/s/ Joseph B. Carroll
Executive Secretary
Teachers' Retirement Board

TEACHERS' RETIREMENT BOARD

EXPENSE FUND for year ending December 31, 1965

Income

Received from Appropriations by Commonwealth for Personal Services and Expenses		$187,659.05	
Less: Miscellaneous income - returned		45.82	
Total Income (Net)			$187,613.23

Disbursements

Salaries paid to staff of Teachers' Retirement Board for calendar year 1965		153,442.61	
Contingent expenses of administration of Teachers' Retirement Board for calendar year 1965	$34,216.44		
Less: Miscellaneous income - returned	45.82		
Net Contingent Expenses		34,170.62	
Total Disbursements (Net)			$187,613.23

A true statement, made under the penalties of perjury.

/s/ Joseph B. Carroll
Executive Secretary
Teachers' Retirement Board

TEACHERS' RETIREMENT BOARD

MILITARY SERVICE CREDIT FUND

Income

Received from Cities and Towns - Section 9 and 9A, Chapter 708, Acts of 1941	$11,621.90
Interest on investments (no accrued interest on purchases)	19,311.38
Received from Pension Fund a/c interest deficit 1964 - Section 22(6)(a)(iii)	1,083.56
Total Income	$32,016.84

Disbursements

Transfer to Annuity Reserve Fund a/c members retired	$ 9,262.67	
Transfer to Annuity Reserve Fund a/c member-survivor benefits - Section 12(2) (Option (d))	5,447.25	
Transfer to Annuity Reserve Fund a/c survivors' benefits - Section 12B	227.11	
Refunds to Cities and Towns - Section 22(4)(a) and Section 22(4)(c)	28,203.66	
Refunds to Commonwealth of Massachusetts - Section 22(4)(c)	526.24	
Total Disbursements		43,666.93
Disbursements in excess of Income		$11,650.09

MILITARY SERVICE CREDIT FUND

Assets

Investments (par value $505,000.00) Amortized value		$506,170.11
Savings Bank Deposits		80,000.00
Cash		6,615.12
Accrued Interest Dec. 31, 1965		3,796.35
Total Assets		$596,581.58

Liabilities

Deposits and interest - City & Town Accounts	$ 50,761.32	
Accumulated deductions and interest - members' accounts	545,397.30	
Due Commonwealth - Section 22(6)(a)(iii)	422.96	
Total Liabilities		$596,581.58

I hereby certify that the above statement is a complete and correct exhibit of the financial condition of the Teachers' Retirement Military Service Fund of the Teachers' Retirement Board on the thirty-first day of December, 1965.

A true statement, made under the penalties of perjury.

/s/ Joseph B. Carroll
Executive Secretary
Teachers' Retirement Board

MILITARY SERVICE FUND

Net Interest Earned in 1965 and Amounts Credited to City, Town, & Members' Accounts

Total Interest received on investments			$19,311.38
Accrued Interest December 31, 1965			3,796.35
Total			$23,107.73
Accrued Interest December 31, 1964		$ 4,031.85	
Total			4,031.85
Balance			$19,075.88
Amortized value of investments December 31, 1964		535,697.69	
Par value of investments purchased 1965		29,385.30	
Value of Savings Bank Deposits December 31, 1964		65,000.00	
Savings Bank Deposits purchased 1965		15,000.00	
Total		645,082.99	
Investments matured	46,087.92		
Investments sold	12,732.18		
Total		58,820.10	
Balance		586,262.89	
Amortized value of investments 12/31/65	506,170.11		
Value of Savings Bank Deposits 12/31/65	80,000.00		
Total		586,170.11	
Decrease			92.78
Net Interest earned (Average rate 3.2220339%)			$18,983.10
Interest credited to accounts of Cities and Towns		1,507.45	
Interest credited to members' accounts - retired regular & Option (d) survivors		183.34	
Interest credited to members accounts refunded to Cities and Towns		556.33	
Interest credited to members accounts refunded to Commonwealth		14.21	
Interest credited to balances of active members accounts		16,310.04	
Net Interest credited in 1965 to be charged against interest earned 1965			18,571.37
Interest earned in excess of interest credited - to Commonwealth Section 22(6)(a)(iii)			411.73

MILITARY SERVICE FUND 5300

RATE OF INTEREST EARNED IN 1965

Ledger Assets December 31, 1964:		
Investments (Amortized value)		$535,697.69
Savings Bank Deposits		65,000.00
Cash		3,830.41
Total		604,528.10
Ledger Assets December 31, 1965:		
Investments (Amortized value)	$506,170.11	
Savings Bank Deposits	80,000.00	
Cash	6,615.12	
Total		592,785.23
		$1,197,313.33
Mean		598,656.67
Net Interest earned in 1965 - $18,983.10	$\frac{18,983.10}{2}$ =	9,491.55
		$ 589,165.12

$$\text{Rate} - \frac{18,983.10}{589,165.12} = 3.2220339\%$$

Ledger Assets Dec. 31, 1964:		
Securities (Amortized value) (adjusted)		$168,726,993.09
Savings Bank Deposits		600,000.00
Stocks - Market value (Cost $98,450.00)		91,850.00
Cash		2,839,181.93
Total		$172,258,025.02
Income in excess of disbursements for year		14,286,721.57
Total		$186,544,746.59
Ledger Assets Dec. 31, 1965:		
Securities (Amortized value)	$181,985,341.76	
Savings Bank Deposits	900,000.00	
Stocks - Market value (Cost $193,262.50)	178,925.00	
Cash	3,480,479.83	
Total		$186,544,746.59

December 31, 1965

Securities (Bonds & Notes)

Municipals - Massachusetts

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1965	Accrued Interest December 31, 1965
Boston, Mass.	3	420,000.00	463,851.25	1,050.00
Boston, Mass.	4	171,900.00	169,352.02	1,719.00
Boston, Mass.	4¼	50,000.00	49,792.28	1,062.50
Total		641,900.00	682,995.55	3,831.50

Securities (Bonds & Notes)

Municipals - Other States

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1965	Accrued Interest December 31, 1965
Cleveland, Ohio	4½	10,000.00	10,019.55	75.00
Cleveland, Ohio	5	50,000.00	50,951.39	833.33
Des Moines, Iowa	5	25,000.00	25,406.20	104.17
Long Beach, California	4	90,000.00	90,897.11	300.00
Newport, Rhode Island	4	34,000.00	34,000.00	566.67
Norwalk, Connecticut	3 3/4	20,000.00	19,658.43	156.24
Norwalk, Connecticut	4	22,000.00	21,821.27	256.66
San Francisco, California	4½	75,000.00	77,201.28	1,687.50
Total		326,000.00	329,955.23	3,979.57

Securities (Bonds & Notes)

U. S. Treasury

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1965	Accrued Interest December 31, 1965
United States Treasury Bonds	2½	10,675,000.00	10,481,498.00	56,032.99
United States Treasury Bonds	2 3/4	29,319,000.00	29,527,013.95	201,568.12
United States Treasury Bonds	3	4,429,000.00	4,445,325.89	49,826.25
United States Treasury Bonds	3¼	1,050,000.00	1,052,064.78	1,489.58
United States Treasury Bonds	3 3/8	736,000.00	736,000.00	3,105.00
United States Treasury Bonds	3½	10,085,000.00	10,306,843.00	69,496.87
United States Treasury Bonds	3 5/8	1,350,000.00	1,350,000.00	6,117.19
United States Treasury Bonds	3 3/4	850,000.00	849,780.73	3,984.38
United States Treasury Bonds	4	600,000.00	591,288.27	7,666.67
United States Treasury Bonds	4¼	2,000,000.00	2,000,000.00	10,625.00
United States Treasury Notes	3 3/4	500,000.00	500,000.00	7,031.25
Total		61,594,000.00	61,839,814.62	416,943.30

Securities (Bonds & Notes)

Railroad Equipment

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1965	Accrued Interest December 31, 1965
Atlantic Coast Line R. R. Equipment Trust	4¼	400,000.00	393,024.10	6,729.17
Atlantic Coast Line R. R. Equipment Trust	4 3/8	100,000.00	98,811.91	1,458.33
Atlantic Coast Line R. R. Equipment Trust	4½	450,000.00	442,576.67	5,812.50
Chesapeake & Ohio R. R. Equipment	3	300,000.00	298,254.76	3,249.99
Chicago, Burlington & Quincy R. R. Equipment	2 5/8	100,000.00	99,642.38	1,312.50
Chicago, Burlington & Quincy R. R. Equipment	3 1/8	250,000.00	250,117.20	3,255.20
Chicago, Burlington & Quincy R. R. Equipment	4 1/8	500,000.00	490,250.87	6,875.00
Cincinnati, New Orleans & Texas Pacific Equipment Trust	4½	200,000.00	196,427.81	3,000.00
Clinchfield R. R. Equipment Trust	4¼	250,000.00	246,458.38	4,426.54
Gulf Mobile & Ohio R. R. Equipment Trust	4 1/8	100,000.00	97,361.10	1,718.75
Louisville & Nashville R. R. Equipment Trust	4¼	200,000.00	196,510.83	2,479.16
Louisville & Nashville R. R. Equipment Trust	4 3/8	300,000.00	293,637.12	6,562.50
Missouri Pacific R. R. Equipment Trust	4¼	400,000.00	392,350.94	7,171.89
Missouri Pacific R. R. Equipment Trust	4 3/8	550,000.00	541,816.10	7,656.25
St. Louis, San Francisco R. R. Equipment Bonds	3 3/8	100,000.00	100,069.31	281.25
St. Louis, San Francisco R. R. Equipment Trust	4¼	400,000.00	390,250.76	4,958.33

Securities (Bonds & Notes)

-2- Railroad Equipment

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1965	Accrued Interest December 31, 1965
Seaboard Air Line R. R. Equipment	4¼	100,000.00	97,638.26	354.17
Seaboard Air Line R. R. Equipment	4 3/8	100,000.00	97,655.30	364.58
So. Pacific R. R. Equipment Bonds	3¼	150,000.00	149,721.08	2,437.50
Southern Railway Equipment	4 3/8	100,000.00	97,444.54	911.46
Texas & Pacific R. R. Equipment Trust	4¼	300,000.00	294,770.99	4,958.34
Texas & Pacific R. R. Equipment Trust	4 3/8	100,000.00	98,291.11	2,005.21
Pag				
Total		5,450,000.00	5,363,081.52	77,978.62

Securities (Bonds & Notes)

Telephone Companies

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1965	Accrued Interest December 31, 1965
Am. Tel. & Tel. Co.	2 5/8	100,000.00	98,126.59	1,312.50
Am. Tel. & Tel. Co.	2 3/4	250,000.00	246,887.14	2,406.25
Am. Tel. & Tel. Co.	3¼	250,000.00	254,581.56	2,369.79
Am. Tel. & Tel. Co.	3 7/8	500,000.00	511,472.26	9,687.50
Am. Tel. & Tel. Co.	4 3/8	2,100,000.00	2,122,057.81	21,145.58
Am. Tel. & Tel. Co.	4 3/4	100,000.00	103,866.26	791.67
Bell Tel. of Penn.	3¼	150,000.00	151,438.54	1,625.00
Bell Tel. of Penn.	3 3/4	1,000,000.00	1,015,479.25	15,625.00
Bell Tel. of Penn.	4 3/4	1,150,000.00	1,193,138.08	9,104.16
Chesapeake & Potomac Tel. Co.	3¼	100,000.00	102,406.21	1,354.17
Pac Chesapeake & Potomac Tel. Co.	4 1/8	520,000.00	539,559.11	1,787.50
Chesapeake & Potomac Tel. Co.	4 3/8	500,000.00	506,474.48	9,114.58
Chesapeake & Potomac Tel. Co. of Maryland	4 3/8	500,000.00	513,914.10	10,937.50
Chesapeake & Potomac Tel. Co. of West Virginia	5	500,000.00	509,904.01	8,333.33
General Tel. Co. of California	4½	200,000.00	202,433.99	3,000.00
General Tel. Co. of California	5	300,000.00	300,000.00	1,250.00
Illinois Bell Tel. Co.	3	200,000.00	200,902.57	500.00
Illinois Bell Tel. Co.	3 1/8	300,000.00	301,723.27	2,343.75
Illinois Bell Tel. Co.	4¼	250,000.00	252,862.27	3,541.67
Illinois Bell Tel. Co.	4 3/8	350,000.00	351,561.06	5,104.16
Indiana Bell Tel. Co.	4 3/8	300,000.00	305,853.86	1,093.75

Securities (Bonds & Notes)

-2- Telephone Companies

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1965	Accrued Interest December 31, 1965
Michigan Bell Tel. Co.	4 3/8	250,000.00	254,868.95	911.46
Michigan Bell Tel. Co.	4 3/4	975,000.00	1,031,300.99	7,718.76
Michigan Bell Tel. Co.	4 7/8	100,000.00	104,345.04	2,031.25
Mountain States Tel. & Tel. Co.	3	150,000.00	151,264.81	1,875.00
Mountain States Tel. & Tel. Co.	3 1/8	125,000.00	125,567.37	976.56
Mountain States Tel. & Tel. Co.	3½	325,000.00	323,508.14	947.92
Mountain States Tel. & Tel. Co.	4 3/8	400,000.00	404,591.49	7,291.67
Mountain States TPac. & Tel. Co.	5	650,000.00	667,839.27	8,125.00
New England Tel. & Tel. Co.	3	350,000.00	354,885.38	3,062.50
New England Tel. & Tel. Co.	3¼	450,000.00	454,046.57	1,557.29
New England Tel. & Tel. Co.	4½	550,000.00	554,928.52	12,375.00
New England Tel. & Tel. Co.	4 5/8	1,600,000.00	1,614,339.45	31,218.75
New Jersey Bell Tel. Co.	2 3/4	100,000.00	97,469.03	802.08
New Jersey Bell Tel. Co.	3	200,000.00	201,541.03	1,000.00
New Jersey Bell Tel. Co.	3 1/8	250,000.00	255,483.70	3,580.73
New Jersey Bell Tel. Co.	4 5/8	300,000.00	304,094.77	1,156.25
New Jersey Bell Tel. Co.	4 7/8	600,000.00	634,064.99	4,875.00
New York Tel. Co.	2 3/4	200,000.00	187,398.92	2,520.83
New York Tel. Co.	3	150,000.00	151,270.34	937.50
New York Tel. Co.	3 1/8	250,000.00	251,829.27	3,255.21

Securities (Bonds & Notes)

-3- Telephone Companies

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1965	Accrued Interest December 31, 1965
New York Tel. Co.	4 1/8	900,000.00	918,660.83	18,562.50
New York Tel. Co.	4¼	450,000.00	453,243.42	9,562.50
New York Tel. Co.	4½	300,000.00	304,539.80	1,687.50
New York Tel. Co.	4 5/8	1,850,000.00	1,884,396.48	40,468.75
Northwestern Bell Tel. Co.	4 7/8	500,000.00	506,121.75	2,031.25
Pacific Northwest Bell Tel. Co.	4 3/8	300,000.00	304,115.31	4,375.00
Pacific Northwest Bell Tel. Co.	4½	350,000.00	348,967.65	2,250.00
Pacific Tel. & Tel. Co.	2 7/8	100,000.00	99,257.02	718.75
Pacific Tel. & Tel. Co.	3 1/8	200,000.00	202,868.62	781.25
Pacific Tel. & Tel. Co.	3¼	400,000.00	405,571.84	3,317.70
Pacific Tel. & Tel. Co.	3½	150,000.00	152,746.56	656.25
Pacific Tel. & Tel. Co.	3 5/8	350,000.00	357,348.22	4,757.81
Pacific Tel. & Tel. Co.	4 5/8	1,750,000.00	1,780,571.08	15,416.66
Pacific Tel. & Tel. Co.	5 1/8	1,250,000.00	1,282,047.36	26,692.71
So. Bell Tel. & Tel. Co.	2 3/4	100,000.00	94,904.36	1,145.83
So. Bell Tel. & Tel. Co.	3 1/8	200,000.00	203,704.75	2,083.33
So. Bell Tel. & Tel. Co.	3¼	200,000.00	201,902.97	1,354.17
So. Bell Tel. & Tel. Co.	4	125,000.00	126,581.87	1,250.00
So. Bell Tel. & Tel. Co.	4 3/8	1,700,000.00	1,714,840.46	20,416.67
So. Bell Tel. & Tel. Co.	4 5/8	250,000.00	252,934.91	963.54
So. Bell Tel. & Tel. Co.	4 3/4	100,000.00	101,190.08	1,583.33
So. N. E. Tel. Co.	3¼	300,000.00	302,313.06	2,843.75
N. E. Tel. Co.	4 1/8	500,000.00	509,828.10	6,875.00
So. N. E. Tel. Co.	4 3/8	300,000.00	299,250.00	1,093.75

Securities (Bonds & Notes)

-4- Telephone Companies

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1965	Accrued Interest December 31, 1965
Southwestern Bell Tel. Co.	3 1/8	250,000.00	253,855.06	1,302.08
Southwestern Bell Tel. Co.	4½	1,050,000.00	1,062,687.27	19,687.50
Southwestern Bell Tel. Co.	4 5/8	300,000.00	308,246.35	5,781.25
Southwestern Bell Tel. Co.	4 3/4	1,150,000.00	1,203,098.62	13,656.25
Wisconsin Tel. Co.	4 7/8	600,000.00	610,244.28	4,875.00
Total		33,570,000.00	34,155,318.53	424,836.70

Securities (Bonds & Notes)

Public Utilities

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1965	Accrued Interest December 31, 1965
Alabama Power Co.	3¼	200,000.00	202,449.45	2,166.67
Alabama Power Co.	3 3/8	100,000.00	101,807.71	843.75
Alabama Power Co.	3½	200,000.00	204,194.30	1,895.83
Alabama Power Co.	4 1/8	78,000.00	79,204.93	536.25
Atlantic City Electric Co.	4 3/8	250,000.00	250,000.00	3,645.83
Atlantic City Electric Co.	4½	300,000.00	304,084.60	6,750.00
Baltimore Gas & Electric Co.	3¼	200,000.00	201,221.90	541.67
Baltimore Gas & Electric Co.	4	500,000.00	504,954.25	6,666.67
Baltimore Gas & Electric Co.	4 3/8	500,000.00	505,892.30	10,026.40
Boston Edison Co.	2 3/4	200,000.00	203,002.04	1,375.00
Boston Edison Co.	3	200,000.00	201,710.17	2,500.00
Boston Edison Co.	3 1/8	150,000.00	150,481.53	2,343.75
Boston Edison Co.	4 5/8	500,000.00	506,459.40	1,927.08
Boston Edison Co.	4 3/4	150,000.00	151,913.88	1,187.50
Brockton Edison Co.	4½	200,000.00	200,000.00	2,250.00
Carolina Power & Light Co.	4½	750,000.00	750,117.03	7,500.00
Carolina Power & Light Co.	4 7/8	500,000.00	501,736.71	6,093.75
Central Illinois Light Co.	4¼	500,000.00	500,000.00	7,083.33
Central Illinois Light Co.	4 7/8	300,000.00	298,960.13	4,875.00
Central Illinois Public Service	4½	1,050,000.00	1,068,864.24	7,875.00
Central Illinois Public Service	4 5/8	100,000.00	100,625.00	385.42
Central Illinois Public Service	4 3/4	500,000.00	507,017.14	11,875.00

Securities (Bonds & Notes)

-2- Public Utilities

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1965	Accrued Interest December 31, 1965
Central Maine Power Co.	3 1/8	246,000.00	247,898.05	640.63
Central Maine Power Co.	3 5/8	100,000.00	100,697.95	1,208.33
Central Power & Light Co.	4 3/4	500,000.00	510,596.48	5,937.50
Central Power & Light Co. of Southern Texas	3¼	100,000.00	100,734.22	1,354.17
Cleveland Electric Illuminating Co.	2 3/4	200,000.00	193,612.82	1,833.34
Cleveland Electric Illuminating Co.	3	250,000.00	252,228.29	1,250.00
Cleveland Electric Illuminating Co.	3 3/8	100,000.00	101,706.22	281.25
Cleveland Electric Illuminating Co.	3 7/8	400,000.00	406,980.40	5,166.67
Columbus & Southern Ohio Electric Co.	3 3/4	200,000.00	204,275.74	1,875.00
Commonwealth Edison Co.	3	200,000.00	200,549.56	1,000.00
Commonwealth Edison Co.	3 3/4	500,000.00	503,734.30	6,250.00
Commonwealth Edison Co.	4¼	200,000.00	200,000.00	2,833.33
Connecticut Light & Power Co.	2 3/4	100,000.00	94,700.43	458.33
Connecticut Light & Power Co.	3	100,000.00	100,815.56	750.00
Connecticut Light & Power Co.	3¼	250,000.00	249,042.50	677.08
Consolidated Edison	4 3/8	600,000.00	605,696.44	2,187.50
Consolidated Edison	4 3/4	500,000.00	500,625.00	1,979.17
Consolidated Edison Co. of New York	2 3/4	300,000.00	291,978.61	2,062.50
Consolidated Edison Co. of New York	3¼	200,000.00	203,630.66	1,083.33
Consolidated Edison Co. of New York	3 3/8	650,000.00	660,127.05	7,734.37
Consolidated Edison Co. of New York	3½	150,000.00	152,320.06	2,187.50
Consolidated Edison Co. of New York	4	500,000.00	511,177.21	1,666.67

Securities (Bonds & Notes)

-3- Public Utilities

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1965	Accrued Interest December 31, 1965
Consolidated Edison Co. of New York	4 3/8	500,000.00	509,051.42	1,822.92
Consolidated Edison Co. of New York	4 5/8	500,000.00	506,410.44	3,854.17
Consolidated Edison Co. of New York	4 3/4	100,000.00	103,980.98	395.83
Consolidated Edison Co. of New York	5	200,000.00	206,000.00	833.33
Consolidated Gas, Electric Light & Power Co. of Baltimore, Maryland	2 3/4	250,000.00	248,091.40	3,151.04
Consolidated Gas, Electric Light & Power Co. of Baltimore, Maryland	3	300,000.00	301,521.07	4,125.00
Consumers Power Co.	2 7/8	300,000.00	300,327.85	2,875.00
Consumers Power Co.	4	700,000.00	709,406.47	11,666.67
Consumers Power Co.	4½	250,000.00	258,671.71	2,812.50
Consumers Power Co.	4 5/8	500,000.00	501,845.22	9,635.42
Dallas Power & Light Co.	3½	200,000.00	203,099.02	2,333.34
Dallas Power & Light Co.	4¼	200,000.00	201,373.95	708.33
Dayton Power & Light Co.	2 3/4	100,000.00	101,214.29	687.50
Dayton Power & Light Co.	3	250,000.00	250,453.06	2,500.00
Delaware Power & Light Co.	3 7/8	250,000.00	250,924.50	807.29
Detroit Edison Co.	2 3/4	100,000.00	101,492.24	916.67
Detroit Edison Co.	2 7/8	250,000.00	248,670.21	2,096.35
Detroit Edison Co.	3¼	200,000.00	200,000.00	812.50
Detroit Edison Co.	3 3/8	200,000.00	201,902.52	843.75
Duquesne Light Co.	2 3/4	300,000.00	293,230.03	3,437.49
Duquesne Light Co.	3 1/8	250,000.00	250,978.17	3,906.25

Securities (Bonds & Notes)

-4- Public Utilities

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1965	Accrued Interest December 31, 1965
Duquesne Light Co.	3 5/8	100,000.00	101,367.99	1,208.33
Duquesne Light Co.	3 3/4	400,000.00	400,585.34	3,750.00
El Paso Electric Co.	4¼	300,000.00	306,571.65	6,375.00
El Paso Electric Co.	4 5/8	500,000.00	505,671.99	9,635.42
Fall River Electric Light Co.	4 3/8	175,000.00	178,114.26	1,914.06
Florida Power Corp.	4¼	500,000.00	500,625.00	3,541.66
Florida Power Corp.	4 5/8	200,000.00	204,691.35	2,312.49
Florida Power Corp.	4 3/4	294,000.00	303,326.34	3,491.25
Florida Power & Light Co.	4 3/8	400,000.00	407,428.86	1,458.33
Florida Power & Light Co.	4 5/8	1,000,000.00	1,019,157.07	13,489.58
Florida Power & Light Co.	5	100,000.00	103,505.89	416.67
Georgia Power Co.	2 7/8	100,000.00	101,588.52	718.75
Gulf States Utilities Co.	4 3/4	500,000.00	510,576.06	11,875.00
Gulf States Utilities Co.	4 7/8	200,000.00	201,575.42	4,875.00
Hartford Electric Light	4¼	500,000.00	496,777.88	5,312.50
Houston Lighting & Power Co.	3¼	100,000.00	100,884.82	1,083.33
Houston Lighting & Power Co.	4½	100,000.00	101,397.96	1,875.00
Houston Lighting & Power Co.	4 3/4	200,000.00	208,313.23	1,583.33
Idaho Power Co.	4½	300,000.00	300,000.00	2,812.50
Illinois Power Co.	4	1,000,000.00	1,022,280.89	6,666.67
Illinois Power Co.	4¼	500,000.00	504,014.61	10,625.00
Indiana & Michigan Electric Co.	3¼	100,000.00	102,167.33	1,625.00
Indiana & Michigan Electric Co.	4 3/8	500,000.00	497,209.17	9,114.58

Securities (Bonds & Notes)

-5- Public Utilities

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1965	Accrued Interest December 31, 1965
Indiana & Michigan Electric Co.	4 3/4	100,000.00	103,830.14	791.67
Iowa Power & Light	4 5/8	200,000.00	205,247.87	4,625.00
Kansas City Power & Light	2 3/4	100,000.00	99,579.51	229.17
Kansas City Power & Light	3¼	100,000.00	101,864.77	1,218.75
Long Island Lighting Co.	3 3/8	200,000.00	202,164.69	1,125.00
Long Island Lighting Co.	4 3/4	250,000.00	258,403.88	989.58
Madison Gas & Electric Co.	4 5/8	290,000.00	292,228.31	3,353.12
Massachusetts Electric Co.	3 3/8	100,000.00	101,806.72	843.75
Massachusetts Electric Co.	4 3/8	150,000.00	152,678.37	2,187.50
Metropolitan Edison Co.	3 1/8	100,000.00	101,268.52	781.25
Metropolitan Edison Co.	4 3/8	700,000.00	712,801.56	2,552.08
Mississippi Power & Light	4 5/8	100,000.00	100,876.63	1,541.67
Monongahela Power Co., West Virginia	3 5/8	100,000.00	101,650.07	302.08
Montana Power Co.	2 7/8	250,000.00	246,578.33	1,796.87
Montana Power Co.	3 1/8	100,000.00	101,893.29	520.83
Narragansett Electric Co.	3½	400,000.00	406,352.66	4,666.66
N. E. Power Co.	2 7/8	100,000.00	101,289.21	1,197.92
N. E. Power Co.	3	500,000.00	502,597.74	7,500.00
N. E. Power Co.	4 5/8	300,000.00	307,994.35	2,312.50
N. Y. Power & Light Co.	2 3/4	200,000.00	198,064.75	1,833.34
N. Y. State Electric & Gas Corp.	3¼	100,000.00	101,730.54	541.67
N. Y. State Electric & Gas Corp.	3 3/8	225,000.00	229,053.88	2,531.25

Securities (Bonds & Notes)

-6- Public Utilities

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1965	Accrued Interest December 31, 1965
N. Y. State Electric & Gas Corp.	4 5/8	500,000.00	508,701.51	3,854.16
Niagara Mohawk Power Corp.	2 3/4	200,000.00	202,047.70	2,750.00
Niagara Mohawk Power Corp.	3¼	200,000.00	200,873.66	1,625.00
Niagara Mohawk Power Corp.	3 3/8	200,000.00	202,337.82	562.50
Niagara Mohawk Power Corp.	3½	150,000.00	151,807.86	2,187.50
Niagara Mohawk Power Corp.	3 5/8	150,000.00	151,612.27	906.25
Niagara Mohawk Power Corp.	3 7/8	300,000.00	303,364.80	968.75
Northern States Power Co.	4	500,000.00	500,000.00	10,000.00
Northern States Power Co.	4¼	200,000.00	202,191.15	2,833.33
Northern States Power Co., of Minnesota	4 3/8	500,000.00	507,460.83	1,822.92
Northern States Power Co., of Minnesota	4 7/8	550,000.00	562,117.49	11,171.87
Ohio Edison Co.	4½	500,000.00	505,015.47	5,625.00
Ohio Edison Co.	4 3/4	200,000.00	208,372.07	791.66
Ohio Power Co.	4 5/8	400,000.00	408,880.32	4,625.00
Oklahoma Gas & Electric Co.	3 7/8	500,000.00	504,216.13	1,614.58
Pacific Gas & Electric Co.	2 7/8	400,000.00	394,981.13	958.33
Pacific Gas & Electric Co.	3	125,000.00	128,469.18	312.50
Pacific Gas & Electric Co.	3 1/8	350,000.00	352,512.05	911.45
Pacific Gas & Electric Co.	3 3/8	300,000.00	306,024.31	843.75
Pacific Gas & Electric Co.	3 3/4	100,000.00	101,027.04	312.50
Pacific Gas & Electric Co.	4¼	1,000,000.00	1,001,664.25	3,541.66
Pacific Gas & Electric Co.	4 3/8	200,000.00	200,000.00	729.17

Securities (Bonds & Notes)

-7- Public Utilities

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1965	Accrued Interest December 31, 1965
Pacific Gas & Electric Co.	4½	1,112,000.00	1,120,321.07	4,170.00
Pacific Gas & Electric Co.	4 5/8	500,000.00	500,000.00	1,927.08
Pacific Gas & Electric Co.	5	100,000.00	101,586.65	416.67
Pacific Power & Light Co.	4 3/8	100,000.00	100,000.00	729.17
Penn. Electric Co.	3 1/8	200,000.00	202,355.04	2,083.33
Penn. Electric Co.	3 3/8	200,000.00	202,085.98	1,687.50
Penn. Electric Co.	3 7/8	150,000.00	153,080.40	968.75
Penn. Electric Co.	4 1/8	100,000.00	101,552.67	343.75
Penn. Power	2 7/8	100,000.00	96,861.80	479.17
Philadelphia Electric Co.	2 3/4	100,000.00	99,494.11	458.33
Philadelphia Electric Co.	2 7/8	350,000.00	348,895.06	4,192.71
Philadelphia Electric Co.	3 1/8	300,000.00	298,971.93	781.25
Philadelphia Electric Co.	3¼	50,000.00	50,311.15	812.50
Philadelphia Electric Co.	3 3/4	500,000.00	498,930.70	3,125.00
Philadelphia Electric Co.	4 3/8	500,000.00	500,000.00	1,822.92
Philadelphia Electric Co.	4½	600,000.00	604,769.84	4,500.00
Philadelphia Electric Co.	4 5/8	400,000.00	410,773.31	6,166.67
Potomac Electric Power Co.	2 3/4	300,000.00	302,238.55	1,375.00
Potomac Electric Power Co.	3 3/8	150,000.00	153,139.57	421.87
Potomac Electric Power Co.	4 3/8	500,000.00	507,795.71	4,101.56
Potomac Electric Power Co.	4½	650,000.00	650,125.00	3,656.25
Potomac Electric Power Co.	4 5/8	400,000.00	414,370.37	1,541.66

Securities (Bonds & Notes)

-8- Public Utilities

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1965	Accrued Interest December 31, 1965
Potomac Electric Power Co.	5	100,000.00	105,877.48	208.33
Public Service Electric & Gas Co.	4 3/8	1,500,000.00	1,509,468.93	12,760.42
Public Service Electric & Gas Co.	4 3/4	950,000.00	966,699.75	15,041.67
Public Service Electric & Gas Co.	4 7/8	100,000.00	104,161.34	1,625.00
Public Service Co., of Colorado	4 3/8	250,000.00	239,115.35	1,822.92
Public Service Co., of Colorado	4½	500,000.00	501,586.24	1,875.00
Public Service Co., of Indiana	3 3/8	150,000.00	152,379.99	2,531.25
Public Service Co., of Indiana	4 3/8	500,000.00	501,788.18	9,114.58
Public Service Co., of New Hampshire	3¼	125,000.00	127,513.49	677.08
Public Service Electric & Gas Co., of New Jersey	3¼	600,000.00	605,950.67	4,604.17
Public Service Electric & Gas Co., of New Jersey	4 5/8	500,000.00	508,780.39	9,635.42
So. California Edison Co.	2 7/8	250,000.00	247,906.77	2,695.31
So. California Edison Co.	3	150,000.00	150,499.43	1,687.50
So. California Edison Co.	3 1/8	350,000.00	352,872.37	4,752.60
So. California Edison Co.	3 5/8	300,000.00	299,357.14	3,473.96
So. California Edison Co.	4¼	200,000.00	200,500.00	1,416.67
So. California Edison Co.	4 3/8	1,500,000.00	1,498,487.48	17,318.16
So. California Edison Co.	4½	400,000.00	403,420.78	5,062.50
So. California Edison Co.	4 3/4	200,000.00	206,015.76	4,750.00
So. Indiana Gas & Electric	4 3/4	300,000.00	302,369.56	3,562.50
Southwestern Gas & Electric Co.	4 5/8	100,000.00	101,686.74	2,312.50

Securities (Bonds & Notes)

-9- Public Utilities

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1965	Accured Interest December 31, 1965
Tampa Electric Co.	4¼	500,000.00	510,952.75	10,625.00
Tampa Electric Co.	4½	500,000.00	508,677.43	3,750.00
Texas Electric Service	4 3/8	500,000.00	504,353.96	5,468.75
Texas Power & Light Co.	4 3/8	500,000.00	511,612.27	9,114.58
Texas Power & Light Co.	4½	300,000.00	302,601.34	1,125.00
Union Electric Co.	4½	900,000.00	905,104.09	8,625.00
Union Electric Co.	4 3/4	800,000.00	820,731.73	17,416.67
Utah Power & Light Co.	3 5/8	100,000.00	101,761.45	1,208.33
Virginia Electric & Power Co.	3 7/8	500,000.00	504,108.37	1,614.58
Virginia Electric & Power Co.	4 3/8	500,000.00	502,761.07	3,645.83
Virginia Electric & Power Co.	4½	500,000.00	502,366.41	1,875.00
Virginia Electric & Power Co.	4 5/8	500,000.00	503,285.35	7,708.33
Western Mass. Electric	4 3/8	150,000.00	143,483.08	1,640.62
W. Penn. Power Co.	2 7/8	100,000.00	97,894.57	958.33
W. Penn. Power Co.	3¼	100,000.00	101,913.19	812.50
W. Penn. Power Co.	4½	500,000.00	505,365.54	7,500.00
Wisconsin Electric Power Co.	3 1/8	150,000.00	152,623.94	781.25
Wisconsin Electric Power Co.	3 7/8	250,000.00	253,695.59	2,018.23
Wisconsin Electric Power Co.	4 1/8	500,000.00	510,618.73	5,156.25
Wisconsin, Michigan Power Co.	3 1/8	100,000.00	100,547.92	651.04
Wisconsin Power & Light	4 5/8	489,000.00	491,392.83	7,538.75
Wisconsin Public Service	4½	900,000.00	903,720.73	3,375.00
Worcester Gas & Light Co.	5¼	176,000.00	178,531.73	770.00
Total		65,835,000.00	66,470,134.09	665,198.63

Securities (Bonds & Notes)

Industrials - Corporations

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1965	Accrued Interest December 31, 1965
Aluminum Co., of America	4¼	100,000.00	100,000.00	2,125.00
Borden Co.	4 3/8	200,000.00	197,698.60	729.17
General Motors	3¼	200,000.00	201,849.80	3,250.00
Minneapolis - Honeywell Regulator Co.	4¼	700,000.00	698,469.73	12,395.83
National Dairy Products	4 3/8	100,000.00	101,641.58	1,276.04
Proctor & Gamble	3 7/8	500,000.00	483,588.02	6,458.33
Sears Roebuck & Co.	4 3/4	1,015,000.00	1,045,648.48	20,088.54
Stauffer Chemical Co.	4½	250,000.00	251,820.02	937.50
United States Steel Corp.	4	500,000.00	502,007.30	9,166.67
United States Steel Corp.	4½	440,000.00	446,710.44	4,125.00
Total		4,005,000.00	4,029,433.97	60,552.08

Securities (Bonds & Notes)

Industrials - Oil Companies

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1965	Accrued Interest December 31, 1965
Marathon Oil Co.	4 3/8	800,000.00	818,373.65	8,750.00
Shell Oil Co.	4 5/8	850,000.00	868,512.94	16,380.21
Socony Mobil Oil	4¼	600,000.00	601,674.17	6,375.00
Standard Oil Co., of California	4 3/8	800,000.00	800,548.72	17,500.00
Standard Oil Co., of Indiana	4½	762,000.00	770,452.17	8,572.50
Standard Oil Co., of New Jersey	2 3/4	100,000.00	101,172.65	1,260.42
Sun Oil Co.	4 5/8	300,000.00	297,140.54	1,734.37
Sunray D. X. Oil Co.	4¼	750,000.00	742,007.62	5,332.50
Total		4,962,000.00	4,999,882.46	65,905.00

Securities (Bonds & Notes

Banks

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1965	Accrued Interest December 31, 1965
Bank of California National Association	4.55	400,000.00	400,000.00	758.33
Bankers Trust Co.	4½	768,000.00	768,000.00	1,440.00
Central National Bank of Cleveland	4 3/4	350,000.00	350,000.00	1,385.42
Chase Manhattan Bank	4.60	500,000.00	500,000.00	1,916.67
Crocker Citizens National Bank	4.60	500,000.00	499,140.44	5,750.00
Inter-American Development Bank	4½	50,000.00	49,558.55	375.00
International Bank for Reconstruction & Development	4¼	100,000.00	98,606.27	708.33
International Bank for Reconstruction & Development	4½	250,000.00	250,545.53	4,687.50
United California Bank	4½	450,000.00	448,875.00	9,281.25
Wachovia Bank & Trust	4.60	500,000.00	500,000.00	3,833.33
Wells Fargo	4½	200,000.00	200,000.00	2,625.00
Total		4,068,000.00	4,064,725.79	32,760.83

Securities (Bonds & Notes)

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1965	Accrued Interest December 31, 1965
Mass. Turnpike Authority	3.30	50,000.00	50,000.00	275.00
		50,000.00	50,000.00	275.00
Grand Total:		180,501,900.00	181,985,341.76	1,752,261.23

Deposits:	As of December 31, 1965
Bass River Savings Bank	200,000.00
Cape Cod Five Cents Savings Bank	200,000.00
City Savings Bank - Pittsfield	50,000.00
Lowell Five Cents Savings Bank	50,000.00
So. Boston Savings Bank	150,000.00
Union Savings Bank	200,000.00
Westfield Savings Bank	50,000.00
Total Deposits:	900,000.00

December 31, 1965

Securities (Bonds & Notes)

Military Service

Description	Rate (Per Cent)	Par Value	Amortized Value December 31, 1965	Accrued Interest December 31, 1965
United States Treasury Bonds	2 3/4	271,000.00	273,065.40	1,863.13
United States Treasury Bonds	3¼	55,000.00	54,473.45	74.48
United States Treasury Bonds	3 3/8	14,000.00	14,000.00	59.06
United States Treasury Bonds	3½	15,000.00	15,439.06	73.12
United States Treasury Bonds	3 5/8	50,000.00	50,000.00	226.56
United States Treasury Bonds	4	100,000.00	99,192.20	1,500.00
Total:		505,000.00	506,170.11	3,796.35

Deposits:

Peoples Federal Savings & Loan Association- Brighton	5,000.00
Germania Co-op Bank	60,000.00
Harvard Federal Savings & Loan	15,000.00
Total Deposits:	80,000.00

Stocks

Description	As of December 31, 1965
Hanover Insurance Co.	84,425.00
N. E. Merchants National Bank	72,750.00
State Street Bank & Trust Co.	21,750.00
Total:	178,925.00

ANNUAL REPORT

Bureau of School Building Assistance

Year Ending June 30, 1966

PROJECTS APPROVED

As of June 30, 1966, the Board of Education (the functions of the School Building Assistance Commission were assumed by the Board of Education on February 24, 1966, in accordance with the provisions of Chapter 572 of the Acts of 1965) and the School Building Assistance Commission had approved 1,415 projects, 334 in 38 cities, 1,012 in 270 towns, 65 in 48 regional school districts, and 4 in 3 counties. The total of the estimated approved costs (exclusive of the costs of site acquisition) of these 1,415 projects is about $1,060,619,000; the total state aid will be about $423,968,000.

STATE CONSTRUCTION GRANTS

As of June 30, 1966, the Board of Education and the Commission had certified payments of $167,363,693.99 on 1,367 projects, 328 in 38 cities, 976 in 268 towns, 61 in 46 regional school districts, and 2 in 2 counties. The total of the estimated approved costs of these 1,367 projects is about $999,744,000; the total state aid will be about $393,275,000.

REGIONAL SCHOOL DISTRICTS

As of June 30, 1966, sixty-one regional school districts had been established in Massachusetts. Three were established since July 1, 1965. Forty-two regional schools were in operation, of which thirteen had additions completed or under construction; five new regional schools were under construction; twelve were at various planning stages; and two regional school districts were defunct.

ANNUAL REPORT

DIVISION OF SCHOOL LUNCH PROGRAMS

Year Ending June 30, 1966

The National School Lunch Act states "It is hereby declared to be the policy of Congress, as a measure of national security, to safeguard the health and well-being of the Nation's children and to encourage domestic consumption of nutritious agricultural commodities and other food by assisting the States through grants in aid and other means, in providing an adequate supply of foods and other facilities for the establishment maintenance, operation and expansion of non-profit school lunch programs".

To carry out the intent of the act, the Office of School Lunch provides the greatest possible service by utilizing all practicable resources - distributing Sec. 6 and 32 and 416 commodities, personal contacts with school authorities, record keeping, auditing and accounting, operation of workshops for instruction and demonstration, nutrition consultants, approval of equipment to be purchased, consultation and approval of that portion of the building plans relating to the food service facilities.

This office has the following sections which carry out the above tasks, Accounting, Administration, Auditing, Distribution and Nutrition.

The legislative authority for the administration and operation of the National School Lunch Program in the Commonwealth of Massachusetts by the Department of Education and the cities and towns of the Commonwealth is contained in Chapter 548 of the Acts of 1948 as amended. This act was designed to implement the operation of the School Lunch Programs in the Schools of the Commonwealth under the provisions of the National School Lunch Act and to provide, as necessary, funds to supplement Federal funds. The Office of School Lunch Programs, with the approval of the Commissioner, shall designate rules and regulations governing the operation of the program and shall require such audits, surveys and Administrative reviews as may be necessary to determine whether the agreements and other regulations are being complied with and to ascertain that school lunch programs are effectively executed.

The school enrollment continues to increase, which necessitates building new schools with cafeterias so that the fiscal year of July 1, 1965, to June 30, 1966, shows great expansion for the three programs, Direct Distribution, Special Milk and School Lunch.

As in former years, the program operation continues to improve, in that the meals are more nutritionally balanced and the use of the United States Department of Agriculture commodities has been expanded. This

office has offered many services which have been accepted by the school administrators and school lunch personnel. Acceptance by school administrators of the philosophy that the school lunch is part of educational program has contributed to the growth and financial support of the program. It is to be noted that this acceptance reveals a greater number of cities and towns are now assuming the salaries of school lunch supervisors as well as paying for rent, light and equipment.

This is the fifteenth year that the State Legislature, through the enactment of Chapter 538, has provided for the payment of deficiencies between the amounts available for the Federal Allotments and the maximum amounts which could be paid to schools. Through this enactment, it has been made possible to establish a cash reimbursement policy of $.09 for all type "A" meals. For the Fiscal Year-1966 $4,206,311.94 was paid to the schools in reimbursement payments from the State School Lunch Partial Assistance appropriations.

It is apparent that the coming year will necessitate the increasing the price of the lunch to .30 cents in some schools, due to losses in operation. Commodity purchases are also returning to their normal level amount of purchases. Dairy products are no longer a surplus item. Butter purchases will be discontinued shortly. It is expected that other foods will be purchased with the money formerly used to purchase butter.

ADMINISTRATION SECTION

For the first time in many years, the five positions of Field Nutritionists have been filled so that we were able to nearly complete the requirement of making reviews of one-third of all schools in the program. Some reviews were completed by the school lunch supervisors, thereby making it possible for the nutritionists to give more time in assisting the supervisors to improve their operation. Combining the reviews of our nutritionists and the school lunch supervisors, the total for the year was 517.

Because there were no vacancies in our Field Auding Staff during the year, audits were performed at schools throughout the state and in many instances, the auditors were able to improve the supervisor's method of keeping the records and improving their program.

As the year draws to a close, the position of Supervisor of Education may be filled as one of the local school lunch supervisors has made application. This position has been vacant two years, which has seriously handicapped the plans of this office to co-operate with the school in teaching nutrition education to the children. The impossibility of obtaining typists and stenographers was not a problem this year, as all positions were filled.

The distribution of commodities to the needy has continued to expand steadily. The City of Boston, which opened its first distribution center in April, 1965, now has five distribution centers, each located in close proximity to the needy in the various parts of the city. As the year ended, the City of Brockton opened a distribution program. The Cities of Lowell and Northampton are now giving consideration to provide commodities for their needy. There are now twenty-three cities and towns in the program.

The printing section made a total of 1,998,766 impressions during the fiscal year.

Last year, the Federal Government sponsored a so-called Anti-Poverty Program from which originated a child care program called Headstart. The intent was to prepare children, who would be entering school in September, to make the transition with greater ease. Originally, this office was instructed that these programs would be allowed reimbursement for type "A" lunches and milk. It was later determined that food and milk money was provided in the project; therefore, commodities only were provided. This program has great merit and has been widely accepted by the public.

With the close of the year, the Congress has not appropriated funds to carry on the programs for the coming years. President Johnson, in his budget, has recommended severe reductions in both the school lunch and milk programs. A recommendation by the President has been made to start breakfast programs in school areas where need exists.

During the year, this section performed all duties and functions relating to the operation, supervision and responsibility of the programs, under the guidance of the United States Department of Agriculture.

ACCOUNTING, AUDIT AND STATISTICAL SECTION

During the 1966 fiscal year, 2715 public and private schools throughout the state submitted monthly claims for reimbursement. These claims were audited and approved for payment by our internal audit staff. Invoice warrants were prepared, authorizing the State Treasurer to issue approximately 900 checks each month.

This office has contracts with 321 sponsoring agencies, who, during the summer period, maintain Summer Camps, Day Camps, Nursery Schools, and Child-Care Centers. These non-profit organizations received reimbursement for each half-pint of milk served to children.

The Federal-State plan of operation requires that every school program be analyzed once a year to ascertain whether or not an excess balance of funds has accured to each program. To comply with this requirement, the internal auditors must compile an Income Statement and Balance Sheet for

each program. These statements are used as a basis for assigning our field auditors.

An annual statistical report was prepared and edited by this office which compiled the participation percentages in the National School Lunch Program and Special Milk Program for every city and town. The figures for each community were grouped according to the fourteen counties. The report reflects data on the following items, average daily attendance; total lunches served; total half-pints of milk served; total reimbursement payments to each city and town; and the total weight and value of United States Department of Agriculture commodities for the fiscal year ending June 30, 1966.

The average State-wide participation percentage for lunches was 66.61% and 95.85% for milk.

During the fiscal year, 141 audits were completed by our field auditors. In some audits, it was necessary to prepare detailed food analysis, determining the quantity of food used and prices paid. This procedure was followed to insure that the program under audit has purchased sufficient foods, by type, to comply with National School Lunch regulations.

A copy of the auditor's findings, in summary form, was returned to each Superintendent together with a letter indicating to the Superintendent the profit or loss from operations, the net worth of the program, the percentage of participation, the ratio of food, labor and other expenses to a dollar of income. Also, any program deficiencies were outlined in this letter.

In addition to auditing Lunch Programs, the field auditors visit schools serving milk only, and summer camps in order to review the operations for compliance under the Special Milk Program.

The field auditors attended two one-week seminars at the University of Massachusetts and Stonehill College as well as a three day School Lunch Workshop in Boston. By attendance at these functions, the auditors were able to assist those in attendance in their individual fiscal problems as well as assisting in the many chores necessary to a successful meeting.

During the 1966 fiscal year, 2715 schools participated in the National School Lunch and/or Special Milk Program, representing 338 cities and towns in the Commonwealth out of 351 or a program average of 96.2%.

Under the National School Lunch Program, 78,632,058 "Type A' Lunches were served to the children during the 1966 fiscal year. This represents a gain of 5,746,209 "Type A" Lunches or an increase of 7.9% over the 1965 fiscal year. Cash reimbursements for the number of lunches served during the same period amounted to $8,995,038.65 or 8.3% increase over the prior fiscal year.

A total of $3,954,891.60 or 56.5% was expended from State appropriations in the payment of School Lunch Claims, with the remaining $3,040,147.00 or 43.5% from Federal allotments.

Under the Speical Milk Program, 168,020,354 half-pints of whole, white, unflavored milk served to children as a separately priced item. This figure does not include 78,631,058 half-pints served as a part of the "Type A" lunch.

A total of $251,420.34 or 7.3% was expended from State appropriations in the payment of Special Milk Program claims, with the $3,172,801.89 or 92.7% from Federal allotments.

For both programs, National School Lunch Program and Special Milk Program, $10,419,260.83 was expended from Federal-State funds in the payment of claims to schools in the Commonwealth representing an increase of $521,996.62 or 5.3% over the 1965 fiscal year.

Table I indicates the comparitive figures for the 1943-44 (first year of the program) and the 1950-51 to the 1965-1966 fiscal years, in public and private schools combined.

Table II indicates the scope of the National School Lunch, Special Milk, and Commodity Distribution Programs as it pertains to income from all sources connected with the program.

COMMODITY DISTRIBUTION SECTION

The function of the Commodity Distribution Program is to secure, store, and distribute donated foods made available to this State Agency by the United States Department of Agriculture.

It is the responsibility of this Office to provide proper protective storage for all commodities allocated, which is accomplished by utilizing space in four commercial warehouses located in key points of the Commonwealth.

During fiscal 1966, 31,285,370 pounds of food, valued at $8,793,158.30 were distributed to eligible recipients within the State. This represents deliveries made by 623 freight cars and truckloads to our warehouses.

In accordance with rules and regulations administered by the Federal and State Governments, distribution was made to five recipient categories, namely; Schools, Institutions, Child-Care Centers, Summer Camps and Welfare Departments.

As in past years, our school caseload continues to grow. A significant increase in this category was effected by the inclusion of thirty Headstart and Child Enrichment Programs with an enrollment of 8,000 children.

The Direct Distribution Program, Public Welfare, consisting of twenty-two participating cities and towns, with a caseload of 65,151 needy persons shows a marked increase in both pounds and value received over fiscal year, 1965. This fact projected percentage-wise reveals a rise of 122% in pounds of donated government foods and an 80% rise in the dollar value received.

A statistical summary of Weights and Value distributed during fiscal 1966 is as follows:

	Caseload	Pounds	Value
Schools-Public-Private		18,995,374	$6,201,746.76
Schools-State	810,331	1,265,967	309,200.15
Institutions-Public-Private		1,052,399	177,410.10
Institutions-State	42,862	3,173,754	435,480.95
Child Care and Summer Camps	33,026	547,928	115,113.25
Public Welfare	65,151	6,249,948	1,554,207.10
	959,362	31,285,370	$8,793,158.35

Types of commodities distributed to all categories during this fiscal period were:

Butter, Print
Cheese, Natural
Cheese, Processed
Lard
Shortening
Margarine
Frozen Turkeys
Frozen Cut-up Chickens
Frozen Ground Beef
Frozen Boneless Beef
Frozen Boneless Roast
Frozen Orange Juice
Cd. Chopped Meat
Cd. Beef w/Nat. Juices
Cd. Peanut Butter
Fresh Plums
Fresh Peaches
Cd. Purple Plums
Date Pieces
Cd. Peaches
Cd. Pineapple
Cd. Red Cherries
Cd. Apricots
Cd. Applesauce
Cd. Sliced Apples
Cd. Dr. Prunes
Cd. Green Peas
Cd. Sweet Potatoes
Cd. Tomatoes
Cd. Tomato Paste
Cd. Green Beans
Cd. Corn
Cd. Ripe Pitted Olives
Cd. Grapefruit Sections
Milled Rice
Dr. Pea Beans
Dr. Milk
Bread Flour
A. P. Flour
W. W. Flour
Rolled Wheat
Corn Meal
Corn Grits
Dr. Split Peas
Dr. Raisins
Shelled Pecans
Bulgur

NUTRITION SECTION

The Nutrition Section as in past years, continued to promote greater student participation in the lunch programs and to encourage more nutrition education activities in classrooms through administrative reviews, training programs and public relations.

The staff of nutritionists completed 404 Administrative Reviews and Lunch Analyses. To complete these reviews, lunch programs are visited, evaluated and technical assistance or advice is given to the school admini-

strators, teachers and school lunch personnel wherever needed to improve, enhance or promote the program.

Performance Surveys were sent to a selected list of school lunch supervisors for self-reviewing. One hundred thirteen were returned.

The total number of schools reviewed during the 1965-66 school year was 517.

One of the most important functions of the Nutrition section is to plan, promote and execute training programs to provide technical knowledge to school lunch personnel enabling them to keep abreast with current needs and to progress with their growing and increasing responsibilities.

In August a training program was conducted for cooks, bakers and general workers. This one-week program was held at Stonehill College, North Easton. Two hundred school lunch employees from public, parochial and private schools attended.

"Training -- The Efficiency Factor" was the theme of the conference and practical cooking and baking demonstrations were presented by Mr. Joseph Amendola, Dean, Culinary Institute of America, New Haven, Connecticut and Mr. James M. Berrini, Executive Chef, State College, Framingham, Massachusetts.

In October, eight School Lunch Meetings were held in various counties in conjunction with the County Teachers Association Meetings. A combined audience of 2389 school lunch personnel throughout the state listened to lectures on "The Law Behind the Label" by a member of the Food and Drug Administration and watched demonstrations on meat cookery by a staff home economist of the National Livestock and Meat Board, Chicago, Illinois.

In April, the annual three-day Spring Workshops were conducted in Eastern, Central and Western Massachusetts.

The Boston Workshop was attended by 641 school lunch employees. The program consisted of demonstration programs to emphasize the theme "Food Preparation - Realistic and Artistic."

The Workshop in the Central Area was held at the Westboro High School, Westboro with 180 in attendance.

Program highlights were demonstrations of steam equipment, bread baking and a food service sanitation course for food handlers.

"On-Going Proficiency in School Lunch Service" was the theme of the Western Area Workshop with 211 in attendance. The program featured a

full day's course on Food Service Sanitation conducted at the Public Health Building, University of Massachusetts, demonstrations on new labor saving equipment and an audience participation program to improve baking skills.

The Summer Conference for Supervisors and Managers was held at the University of Massachusetts during the week of June 27 - July 1, 1966.

One hundred and forty-seven supervisors, and managers were awarded certificates at the conclusion of the week's conference, whose theme was "The Challenge of Tomorrow."

This year, special advanced courses of study were offered to a limited number of the supervisors. They were "Teacher Training" and "Techniques of Supervision" conducted by staff members of the Department of Education, Bureau of Vocational Education.

Another form of supplementary training and instruction for School Lunch Personnel is provided by the Massachusetts School Lunch Newsletter which is edited by the Nutrition Section and mailed to 2200 school administrators and school lunch personnel each month. This publication includes articles pertinent to the efficient management of school lunch kitchens, menu and recipe suggestions, news of government donated foods, accounting notes, reports of nutrition education projects and stories of local color and interest.

The nutritionists continue to cooperate with Superintendents, building committees, architects and kitchen consultants in offering assistance with plans, layouts and the purchasing of equipment in order to give communities the most functional food service facilities for long range efficiency and economy in meeting their present and future needs.

Plans for 70 kitchens were received and reviewed during the past year.

The story of the school lunch program was effectively told to the public when all communities throughout the Commonwealth joined in celebrating National School Lunch Week.

The seven-day period beginning on the second Sunday of October in each year has been designated by proclamation as National School Lunch Week to be observed with ceremonies and activities designed to increase the public understanding and awareness of the significance of the school lunch program to the child, to the home, to the farm, to industry and to the Nation.

Other efforts to increase public relations were made by the Nutrition Staff by participating in local television programs, addressing Parent-Teacher Associations, student assemblies, and serving on inter-agency nutrition study committees and anti-poverty program committees.

The passage of a Nutrition Education bill by the legislation in January 1966 has been a giant step forward in our efforts to integrate the school lunch

program into the school curriculum. The addition of a supervisor in Nutrition Education to the Nutrition Staff will insure the students in Massachusetts of receiving a valuable, well organized, education in nutrition which will lead to the development of good eating habits for a lifetime of health and well-being.

ATTENDANCE AT TRAINING PROGRAM
1956-1966

	County S. L.	Spring Workshops			Summer Conferences	
Year	Meetings	Eastern	Central	Western	Univ. of Mass.	Stonehill
1956-57	1473	558*[1]			198	
1957-58	1512	428		177*[2]	211	
1958-59	1709	470		153	279	
1959-60	2000	364		146	350	
1960-61	2500	439		326	210*[3]	
1961-62	2150	540		281	185	
1962-63	2293	466	179*[4]	233	189	
1963-64	2034	554	198	235	140	
1964-65	2287	616	*[5]	*[5]	170	300*[6]
1965-66	2389	641	180	211	147	200

*[1] First Spring Workshop.

*[2] First Spring Workshop in Western Area.

*[3] Location of Conference changed from Fitchburg State College to University of Massachusetts. Enrollment limited to Supervisors and Managers only.

*[4] First Spring Workshop in Central Area.

*[5] No Spring Vacations in schools in these areas.

*[6] First Summer Conference for General Workers.

TABLE 1, COMPARATIVE FIGURES FOR THE 1943-44 to 1965-66 FISCAL YEAR

PUBLIC AND PRI[illegible]E SCHOOLS COMBINED

Fiscal Year	Cities and Towns	Number of Schools	Number of Lunches	Number of Half-Pints	Federal Grant	State Appro-priation	City and Town Appropriated Funds	Pounds of USDA Commodities	Value of Commodities
1943-44	123	964	2,629,953	13,583,023	$ 440,052	$ -	$ -	1,223,709	$ 103,537
1950-51	286	1,861	12,439,178	37,0[illegible]3,743	1,309,179	-	1,748,006	7,953,121	943,875
1951-52	289	1,905	16,328,262	49,441,611	1,445,523	635,022	1,988,749	3,440,700	817,681
1952-53	298	1,941	19,837,721	55,007,498	1,454,836	961,694	2,119,818	3,515,583	1,332,680
1953-54	304	1,960	22,955,735	62,005,634	1,463,838	1,293,496	2,268,614	6,284,834	2,008,555
1954-55	307	2,016	28,475,936	74,872,274	1,973,627	1,497,410	2,603,173	5,001,456	1,750,053
1955-56	314	2,222	30,514,111	92,463,817	3,565,947	1,033,002	2,570,368	5,791,209	1,916,455
1956-57	325	2,324	34,650,851	100,535,696	4,279,130	1,167,541	2,606,404	9,689,709	3,270,241
1957-58	329	2,392	39,052,560	117,379,257	4,271,452	1,635,447	2,816,504	8,284,721	2,361,281
1958-59	335	2,429	43,404,263	130,627,195	4,716,057	1,846,330	3,157,724	9,514,183	2,865,004
1959-60	336	2,490	48,127,303	138,562,136	4,749,525	2,340,704	3,834,469	10,993,479	3,501,769
1960-61	337	2,518	51,296,744	142,901,867	4,778,680	2,604,069	3,848,867	11,316,048	3,707,116
1961-62	338	2,614	57,835,566	158,973,563	5,329,977	2,979,937	4,276,688	20,953,007	5,112,134
1962-63	338	2,668	62,006,193	166,321,198	5,621,168	3,290,007	4,833,775	17,749,505	5,155,481
1963-64	338	2,684	66,960,703	175,565,402	5,906,177	3,489,316	4,875,468	17,231,279	5,680,578
1964-65	338	2,648	72,883,849	180,416,988	6,081,248	3,816,016	5,064,859	24,055,003	9,519,925
1965-66	338	2,715	78,632,058	186,652,412	6,212,949	4,206,312	5,511,908	20,261,341	6,510,947

TABLE II

The National School Lunch Program was a $50, 211, 325. 36 business in the Commonwealth of Massachusetts for the 1965-1966 School Year

SOURCE	FUNDS	PERCENTAGE
Children's Payments	$23, 873, 400. 55	47. 5%
National School Lunch Federal Grant	3, 040, 147. 00	6. 1%
Special Milk Program Federal Grant	3, 172, 801. 89	6. 3%
Market Value of U. S. D. A. Commodities	6, 510, 947. 00	12. 9%
State School Lunch Partial Assistance Appropriation	4, 206, 311. 84	8. 4%
City and Town appropriated Funds	5, 511, 907. 93	11. 0%
Other Income at School Level	3, 895, 809. 15	7. 8%
TOTAL	$50, 211, 325. 36	100. 0%

Note: This table does not include the value of equipment in the school lunchrooms used in the preparation, storage, or serving of food to children.

ANNUAL REPORT

BUREAU OF ADULT EDUCATION
AND EXTENDED SERVICES

Year Ending June 30, 1966

The heading of this annual report indicates the metamorphosis of the Division of University Extension. With the reorganization of the Department under Chapter 572 a Division of Curriculum and Instruction was formed which included a Bureau of University Extension. A further change formed the Bureau of Adult Education and Extended Services. This new title and somewhat different functions resulted from the provision of Chapter 572 assigning adult education courses of collegiate grade to the Board of Higher Education. (At the request of the Board of Higher Education, the Board of Education will continue class and correspondence courses of a post-secondary school nature until June 30, 1967.)

In the fifty years of its existence the Division of University Extension has been headed by only three Directors. On September 30, 1965 retirement claimed Dr. Franklin P. Hawkes who had served as Director from January 1956. A banquet was held at the Massachusetts Institute of Technology Faculty Club to mark the fiftieth anniversary of University Extension and to honor Dr. Hawkes. The Commissioner of Education expressed to Franklin Hawkes the deep debt of gratitude owed to him by the youth and adults of the Commonwealth.

Mr. Otto Kiessling, a supervisor in the Bureau, was named to serve as Acting Director. Ill health forced the retirement of Mr. Kiessling on February 28, 1966. Dr. Everett G. Thistle was assigned as an interim Acting Director in addition to his full-time assignment as the Director of the Bureau of Elementary and Secondary Education. In order to assist Dr. Thistle, Miss Mary Prendergast, Carroll Towey, Kelsey Sweatt, and Walter Reavey were given "straw-boss" responsibilities for portions of the activities.

A FIFTY YEAR LOOK AT INSTRUCTION

The year 1966 marked for the Bureau of University Extension fifty years of serving the educational needs of adults in the Commonwealth of Massachusetts. As this fiftieth year marks the end of an era and the beginning of a transition to somewhat different functions, it might be well to present an overview of the instructional programs.

Since 1916, the Bureau has enrolled more than two million students in the courses that it has offered. The range of these courses extends from elementary subjects to the graduate level. Classes are offered whenever and wherever twenty or more students wish to enroll in a course.

Classes meet in public schools, college classrooms, libraries, hospitals, industrial plants, community centers, military installations, in short in any available quarters convenient for the groups served. One of the greatest values in University Extension is its flexibility to meet these needs and demands in the most economical manner.

During these fifty years the Bureau has been under the leadership of only three directors. The late James A. Moyer, a pioneer in adult education, served as its first director from 1916 to 1944; he was followed by E. Everett Clark, who directed the Bureau capably until his retirement on September 1, 1955. Dr. Franklin P. Hawkes became the third director in January 1956, and served the Bureau until his retirement on September 30, 1965.

It is interesting to look over the history of class instruction and to note changes in trends and policies. In the early years of the Bureau no tuition fee was charged to students, but there was a nominal charge for lesson outlines, stationery, and the like, amounting to not more than $1.00 or $2.00 for a class of ten or twenty lessons. For a number of years the enrollment charges were stabilized at $4.00 for a non-credit course and $5.00 for a credit course of eight lessons or one semester hour. Present rates are $13.00 for one semester to residents and $20.00 to non-residents; high school credit courses are $25.00; non-credit courses are $.65 per hour of instruction; and technical non-credit courses are $.70 per hour of instruction.

The required size of classes has changed through the years from 20 to 30, down to 15, and back to 20, where it has remained for a number of years. The maximum enrollment limit is set only for special subjects, such as public speaking, typewriting, creative arts, and the like in which the instructor can give personal attention to only a small number of students. In lecture courses the maximum enrollment is usually determined by the capacity of available meeting places.

The number and variety of classes offered has increased tremendously. For example, the first printed bulletin of University Extension classes offered in Boston was published in 1922; it listed 14 courses. The Boston-Cambridge bulletin for the Fall of 1965 listed 155 courses. The total number of classes organized throughout the State in 1965-66 was 691 in 58 cities and towns with a variety of 262 different courses. The largest number organized in any year was 1008 in 1940-41.

From the beginning the University Extension has been a flexible organization attuned to meet the changing needs of adult students.

Its flexibility has proved a great asset particularly in times of national emergencies by providing the education needed to adjust to suddenly changed conditions. During World War I, for example, instruction was provided in French for soldiers going over-seas, in coal conservation for the small home as well as for large industries, in foods and nutrition for the homemaker who was limited in the use of white flour, sugar, and other staples in providing adequate nourishment for the family, and in other subjects especially needed at that time. In the prosperous era of the twenties, adults turned to courses in literature, psychology, music, and other cultural subjects. The depression centered the students attention on preparation for civil service employment and on the acquisition of new skills. The "preparedness" period prior to 1941 created a need for such courses as preflight cadet training; mathematics, physics, and subjects required for employment in expanding industries supplying materials for full-scale military preparedness. World War II and the Korean Conflict intensified and extended the demand for special courses for servicemen stationed in Massachusetts as well as for civilians in industry.

The so-called "G I" bill providing educational benefits for veterans of World War II and the Korean Conflict created a need for refresher courses in high school subjects as preparation for admission to colleges and technical schools. One of the present needs is to supply the newly developed electronics industry in Massachusetts with workers trained in mathematics, physics, drafting, electronic fundamentals, and other engineering subjects.

Providing professional improvement opportunities for teachers has from the early years of University Extension been one of its prime functions because the Bureau considered its courses for teachers as giving double return to the Commonwealth - to the teachers themselves and indirectly to the children in their classrooms who benefit from the improved instruction of better prepared teachers. The courses for teachers present not only the methods, techniques, curriculum study, supervision, administration, philosophy, history, and the other phases of educational principles and practices, but they include a wide variety of subject matter instruction to widen horizons and to deepen the teacher's appreciation of literature, art, music, and international affairs.

In addition to the teacher courses offered during the school year in the late afternoons, evenings, or on Saturday mornings, the Bureau offered from 1921 through 1939 programs of summer courses for teachers in many centers throughout the State. Beginning in 1940, however, the summer courses were limited to those given on the campuses of the State teachers colleges or at the University of Massachusetts at Amherst.

From the time the State teachers colleges received degree granting power in 1928, the Bureau cooperated closely with them in offering courses

that would enable teachers to complete their requirements for the degree of Bachelor of Science in Education, and later in 1938 the Bureau conducted the first classes to carry graduate credit at the State teachers colleges. As early as 1932, the Bureau offered in cooperation with the University of Massachusetts summer and extension courses carrying graduate credit.

Since 1954, the State colleges have been administering all the on-campus courses for teachers (those given on campus during the school year as well as during the summer), and the Bureau has been conducting the off-campus courses (those given in any other centers of the State) during the school year.

The subjects offered by the Bureau range from elementary to masters level. They may be taken by adults to complete a high school education, to acquire competence in technical and business skills, to keep abreast of technological changes in military and civilian occupations, to prepare for a variety of civil service and license examinations, to satisfy avocational interests, or to earn credit toward bachelor's or master's degrees. Instruction is offered in such diversified subjects as flower arrangement, theory of electron tubes, photography, child psychology, Fortran IV programming, safe driving, literature of western civilization, Armenian, conservation and law.

In summary it may be noted that the Bureau of University Extension offers courses carrying college credit but grants no degrees; it has no prescribed academic program but provides instruction in many fields; it maintains no full-time instruction staff but selects its instructors from college and high school faculties, from industry, and from business; it charges for courses but gives free instruction to more than half its students; it functions without its own classrooms but considers the State its campus.

During the past year 26,726 persons registered for instruction in the Bureau of University Extension. The enrollments were distributed as follows:

Class instruction	20,743
Correspondence instruction	5,983

Class	
Enrollments in Cambridge	9,936
Enrollments in Boston	2,264
Enrollments Out of Town	8,543

691 classes were organized in 58 towns and cities throughout the Commonwealth with a variety of 262 different course offerings.

Safe Driving had 42 classes throughout the State to lead the program; Algebra I followed with 32 classes; next was English XII with 29; and American History was fourth with 26.

The courses in preparation for the Real Estate Brokers' Examination still attracts more students than any other course. Last year each class averaged nearly 150 students.

Conservation courses have been added to the program to provide the public with an opportunity to broaden their understanding of our basic natural resources and of how they affect the quality of our lives.

The decrease of 3500 student enrollments from last year is largely due to the shortage of personnel. Considering that more than twenty thousand registrations were transacted by only 50% of last year's staff, this year must be regarded as one of the best years in the history of the program.

The most unusual course offered was "Management and Care of Wild Animals in Captivity". This was attended in numbers by employees of local zoos.

The Bureau in cooperation with the Southeastern Massachusetts Technological Institute offered a complete extension program with credits transferred to SMTI.

In-service programs for state employees were conducted as in former years.

For the first time the Training Program for Occupational Therapy Assistants was conducted in the Boston State Hospital.

A course in Psychology was inaugurated at the Medfield State Hospital.

In correspondence courses the enrollments and lesson services show little change from previous years. The number of lessons processed was equal to the previous year despite the drop in the number of different courses offered. Since one third of our enrollments were from correctional institutions, there was a close working relationship including visits to several prisons.

Chapter 652 of the Acts of 1963 provides for the supervision and licensing of privately operated correspondence schools and agents conducting courses in the state. During the 1965-1966 fiscal year seven new school licenses were issued and eleven renewed. Seventy-one new licenses were issued to agents and sixty-four renewals.

HIGH SCHOOL EQUIVALENCY CERTIFICATE PROGRAM

The statistics for the year 1965-66, the twenty-first year the High School Equivalency Program has been in operation, show an all-time high in each area: applications processed, cases assigned, tests administered, and certificates awarded. For the first time, the number of certificates awarded went into the six hundreds. This is a continuation of the growth pattern which has been consistent since 1958. Since the size of the supervisory staff has remained constant since 1951, this growth has been made possible only by adding more work to an already over-burdened supervisory and clerical staff.

The strength of the program lies in the quality of the certificate which has the same acceptance as a day school diploma. This is achieved only because every candidate receives personal counseling and has an individualized program of study according to his needs and abilities. If a quality education is still the rightful heritage of every American, the Massachusetts High School Equivalency Program could well serve as a prototype for the nation.

The area centers under the close supervision of the High School Equivalency Office, complete with the area testing and the traditional graduation, continue to flourish. This year a center was started at Polaroid which will be patterned after the program at Metals & Controls Inc. The small size of the High School Equivalency staff makes it impossible to develop new centers in areas where they are sorely needed.

This year the High School Equivalency Program has worked closely with the Department of Public Welfare (Office of Economic Opportunity), the Division of Employment Security, Youth Opportunity Centers, and MDTA programs as well as programs affiliated with colleges for school drop outs. These programs are providing training in some of the technical skills, but the skill to be marketable needs to be accompanied by a high school certificate.

Since the High School Equivalency Office is also the official GED testing agency for the state, in addition to the high school equivalency candidates, the armed services recruits, practical nursing applicants, and all others who were eligible were tested. With special permission we were able to test the Rodman Job Corpsmen at the New Bedford High School. Fifteen testing sessions were held. The GED tests were administered at the State Office Building every Tuesday and Thursday from 9 a.m. to 9 p.m.

DAY CARE PROGRAM

The Extended School Services Law kept the Department of Education active in the day care field. Two of these programs are still in operation

in Holyoke. These programs are unique in that they are not part of the regular school system even though they are housed in the school building.

Day care services which include private kindergartens and nursery schools are the responsibility of the Department of Public Health; however, the Department of Public Health works very closely with the Departments of Education and Public Welfare in this licensing responsibility. Each department is represented on all the advisory committees.

The history of day care in Massachusetts has been a team approach with the Departments of Health, Education, and Welfare working harmoniously together. The Department of Public Health's Rules and Regulations require educational standards of the day care services staff. The Department of Education offers the required basic courses in early childhood education which must be jointly approved by the Departments of Health and Education. The Department of Public Welfare paid the course fee for some AFDC mothers so they could be trained to work in day care centers. Last year over thirty courses were offered throughout the state.

AUDIO-VISUAL SERVICES

The fiscal year ending June 30, 1966 was one of continued growth especially in the film services offered to the public schools and public libraries of the Commonwealth. As in the previous year, the areas of service were only limited by inadequate facilities for the preparation and demonstration of modern instructional media and materials.

The Audio-Visual Office held two state-wide conferences during the year. The first on November 10, at the Sheraton-Boston Hotel, concerned itself with the Developments in Educational Technology and was presented with the coorperation of the Massachusetts Audio-Visual Association. The principal address was given by Dr. Donald Ely, President of the Department of Audio-Visual Instruction of the National Education Association, who spoke on "Looking Ahead Professionally". Other speakers included Mr. Leonard Singer, Director of Learning Resources at Brandeis University and Dr. Omar K. Moore, Professor at the University of Pittsburgh, who described the Edison Responsive Environment System.

On March 9, 1966, at the same hotel, a joint conference was presented by the Audio-Visual Office with the Division of Library Extension, the Massachusetts Audio-Visual Association, The Massachusetts Association of School Librarians and The Massachusetts Film Library Cooperative. This was the first time in Massachusetts that these organizations had cooperated in a meeting of this kind. Among the speakers were John

Rowell, Director of Libraries for the Commonwealth of Pennsylvania and Miss Mary Helen Mahar, Specialist, School Library Supervision and Services, Instructional Resources Section, Division of Plans and Supplementary Center, United States Office of Education, Washington, D. C. More than 750 educators attended this important meeting.

Also in March the Massachusetts Film Library Cooperative Executive Committee accepted 14 new public school systems as members of the Cooperative for the school year 1966-67.

The number of film bookings for the year showed an amazing trend upward with a corresponding increase in cash receipts.

Purchases by the Cooperative members for the coming year totalled approximately $35,000.00.

The increasing demands upon the Office for educational films, indicated that the purchase of an additional inspection machine would be necessary and in June an order was approved for the acquisition of a second automatic inspection machine. It is estimated that this will increase the number of films that can be inspected each week by approximately 30%.

One of the serious problems affecting smooth running of the Office is the continual change in personnel. It is evident that two of the three professional positions allocated to the Office do not pay sufficient salaries to attract or hold competent instructional materials specialists. The need for closer contact with the local public school systems was obvious yet this could not be accomplished with the limited staff presently assigned to the Office.

As in the report of the previous year, inadequate space, failure to reclassify the two professional positions and those of the well-trained technical assistants continue to plague the Office. Despite these limitations, however, there has been, as indicated above, a reasonable amount of progress in the areas of services offered by the Office to the schools of Massachusetts.

CIVIL DEFENSE ADULT EDUCATION

Introduction

Since March 1963, the Massachusetts Department of Education, under contract with the United States Office of Education, has set forth on a goal -- to prepare the citizens of the Commonwealth of Massachusetts to cope with natural or nuclear disasters.

The Civil Defense Adult Education Staff has been at the disposal of every community to assist the citizens with the knowledge of Civil Defense by offering the "Personal and Family Survival" and the Radiological Monitoring" courses. We are providing the special training and complementing the assistance for emergency services to provide the best service to the people in a nuclear attack upon the nation.

The Civil Defense units throughout the Commonwealth have had practical exercises and training to help save lives during all types of disasters, such as, earthquakes, tornados, hurricanes, floods, and fires, etc. There is in this "Atomic Age", the ever present possibility of a nuclear attack, and the knowledge of what to do in this event, would save millions of lives.

Program Development

Since July 1, 1965, we have instructed 9,505 adults in the knowledge of "Personal and Family Survival", and have trained 504 Radiological Monitors.

The Commonwealth of Massachusetts has gained national prominence by being within the top ten states on several occasions in both programs. During the month of June, Massachusetts ranked seventh in both programs nationally in order of course completion accomplishments.

The number of graduates has increased over 300%, while the cost per pupil has declined well below the national median during the past fiscal year.

Personal and Family Survival Courses

Fiscal Year	Towns Served	Teachers Trained	Enrollments	Cert. Issued
1964-1965	70	92	3,072	2,998
1965-1966	300	65	9,505	9,505

Radiological Monitoring Courses

1964 -1965	70	208	659	659
1965 -1966	300	329	1,260	1,260

Massachusetts Civil Defense Agency

The past year, has shown increased cooperation between the staffs of the Massachusetts Civil Defense Agency and the Office of Civil Defense Adult Education. Our staff has made endless efforts to meet with Area, Sector, and Local Civil Defense Directors to plan the development of classes in various communities. Mimeograph copies of a suggested plan for organizing and administering a Civil Defense Adult Education

Plan have been distributed to Area Directors. Where it has been possible, local Civil Defense Directors have been furnished with our professional assistance in organizing these courses.

Public School Systems

In personal interviews with school principals in which the curriculum is examined for the most suitable subject area for the inclusion of the program, we have been able to succeed in over one hundred public high schools to date. Several communities have desired that we teach their school staff the "Teacher Training" course and we obliged them. Other school systems have desired an assembly program for seniors and we have conducted the course for them in this manner. In other communities it is most efficaciously taught by one of our staff of certified instructors.

The Role of The Military

The variety of military organizations taught during the fiscal year, included units of the Massachusetts Army National Guard, Coast Guard, Navy, and Marine Corps Reserve. During the pilot course which we taught to the Staff officers of the Massachusetts Army National Guard two generals visited the course while it was in progress. The Military Support Group of the Massachusetts Army National Guard desires to make this course a part of their training starting October 1, 1966. Their plans are tentatively programmed to ultimately reach the 21,200 National Guardsmen within the Commonwealth. In addition, they are supporting this course to the extent of urging the families of their members to participate in this training.

Commonwealth and Metropolitan District Commission Employees

The "Personal and Family Survival" course has been taught to over 800 state employees and approximately 500 Metropolitan District Commission Policemen. Many other employees take this training as part of their regular in-service training program. This has meant numerous courses at any one institution in many instances, because of the high quality of instruction on the part of the instructor.

Diversified Groups

Other representative groups taught include hospital employees, municipal employees, nursing students, civic and social groups. Many courses taught in this area are taught by certified instructors as part of their regular duties and consequently, at no cost to the Commonwealth.

Public Relations and Supervision

Our staff supervisors have made numerous supervisory visits to classes in session, have participated in educational seminars and speaking engagements, and also have sent out numerous bulletins to our instructors and information concerning our courses to news media. Several radio stations have broadcasted announcements of proposed classes as a public service which stimulated a sufficient response to start a class at Sever Hall at Harvard University in September. We have obtained maximum results from time spent out in the field.

Future Trends

The future of the Civil Defense Adult Education Program augurs well. Through the application of Adult Education Principles and Procedures in conducting the program, we have been successful in areas which, heretofore, had been unaccessible to the Civil Defense Training. At this time, in view of outstanding committments it would be reasonable to assume that well over 35,000 students will receive this training during the next Fiscal Year. Increasing demands upon our staff to give assembly type classes to hundreds of students as well as conducting a closed circuit television program for the Chelmsford Public School System next year indicate our flexibility in adjusting to local situations and the need for continuous training on our part.

ANNUAL REPORT

Bureau of Vocational Education

Year Ending June 30, 1966

AGRICULTURAL EDUCATION DAY SCHOOLS AND DEPARTMENTS

The Annual Professional Improvement Conference for Vocational Agricultural Teachers was conducted at the University of Massachusetts from June 28 through June 30. It was the first attempt in combining with Connecticut and Rhode Island for a Tri-State conference and proved successful. We were fortunate in obtaining some fine speakers for this, our 55th Conference, the theme being "Agriculture Faces the Future".

Representatives from the U.S. Office of Education spoke on "New Dimensions of Vocational Agricultural Education."

The State Supervisors arranged for and completed a 35-hour technical workshop on the maintenance, servicing and operation of Backhoes and Front End Loaders. Twelve (12) units from six (6) different companies were used.

Approximately $100,000 worth of machinery was available for this workshop. Twelve (12) shop instructors were in attendance.

Another workshop on Motor Tune-Up was conducted at the Worcester Boys' Trade High School with thirteen (13) instructors in attendance.

During the year advisory committees for the local programs meet at least three (3) times a year to advise the local school authorities on new trends and developments in the agricultural field.

The State Supervisor of Teacher-Training was Assistant Superintendent of the F. F. A. Pageant held at the Eastern States Exposition. He also assisted in Poultry Judging and the Tractor Driving Contests.

The State Supervisor is a member of the Special Study Commission for the purpose of determining ways of reorganizing the Cooperative Extension Service.

The State Supervisor is also a member of the Board of Trustees for the Worcester County Extension Service and the United States Department of Agriculture Club.

Three (3) issues of "Bay Stater" - 125 copies per issue were prepared and edited by the State Supervisor for the F. F. A. Chapters.

During the year a brochure was printed to aid in recruitment of Agricultural pupils.

The Bureau has been curtailed in the number of professional improvement programs, research, publications, etc., due to the lack of one member on the State staff. However, starting September 1, 1966, a full staff will be in operation.

Sufficient funds have been made available to most departments for the purchase of approvable items of equipment, to meet the needs for course changes or addition of new and expanded courses.

Essex County Agricultural and Technical Institute will put in use its new "science building" for the opening of school this September, and are breaking ground for a Foods Technology and Merchandising building.

Greenhouse facilities are being given prime consideration for those departments not now having them.

Secondary programs

Increasing enrollments on the secondary level in the program of Agricultural Education indicates opportunities for employment. Occupations for which pupils were trained are on the upswing. Becoming established in the field of Ornamental Horticulture is less demanding in respect to capital than in most other phases of production Agriculture. Job opportunities are greater than the number of students available for the summer program of work.

Curriculum changes are continuing in order to keep up with the training requirements for the non-agricultural occupations. Qualified teaching personnel in some occupational fields are difficult to find.

Post-secondary programs

The County Agricultural Schools are offering Post-High School programs to prepare young men to enter careers on the semi-professional level. The areas of instruction are in Agricultural Technology and Business; Ornamental Horticulture; Agricultural Mechanics; Forestry and Wildlife Management. Post-High training in Front-End Leaders and Earth Moving Equipment is also being offered at one of the schools.

Programs for Adults

Adult programs throughout the State have been curtailed somewhat, due to budgetary difficulties in the County Schools.

Curriculum revision and development

Many pilot programs from the Ohio Research Center are being tried out and revisions made where it is felt necessary to better meet the needs of the area.

Advisory groups and local surveys have indicated areas in the curriculum of some departments where changes can be made and where more time should be devoted.

New programs

The North Brookfield department has increased its offering to include "Power Mechanics" in the agricultural machinery course and New Salem instituted training in the field of Ornamental Horticulture. Due to obtaining new facilities this program will be greatly increased.

Youth organizations

Massachusetts was again host to the New England Leadership Training Workshop for State Officers of the F. F. A. the National Office cooperating. The State Supervisor of Teacher-Training was coordinator for this program. The F. F. A. was again very active in the Eastern States Exposition activities and State Judging contests. Five (5) judging teams competed on the national level in Kansas City and Waterloo. The State Officers of the F. F. A. attended a 2-day leadership school under the leadership of the State Supervisor of Teacher-Training.

Recruitment, retention, and placement

Recruitment of new teaching personnel in certain specialized fields has been a problem. Now with increases in salaries paid and the security afforded those in the field of education today, more qualified individuals are making applications for approval to teach. A total of 27 teacher applications were processed during the year. Nineteen (19) of the applications were approved. Six (6) apprentice teachers were approved. Four (4) were placed in critic teaching centers for the coming school year. A total of 20 students were enrolled in the Agricultural Education courses conducted by the State Supervisor of Teacher-Training at the University of Massachusetts during the year.

Research and studies

A steady increase in the numbers enrolling in agricultural programs is evident. Fourteen hundred twenty-nine (1429) were enrolled. Of this figure, 191 graduated and 149 were classified as dropouts. The dropout figure is considered to be ambiguous. No breakdown is made as to numbers transferring to other schools; moving out of the area but continuing agricultural courses in other towns, etc.

As in past years, the figure remains at approximately 35% continuing their education beyond the secondary level, and 10% go into the fields of work not related to agriculture.

Joint Activities

The agency for International Agricultural Development - many foreign visitors under the auspices of this agency were afforded our hospitality; The Soil Conservation Service - Soil and Water Management awards are made annually; The State Agricultural Planning Committee; The United States Department of Agriculture Club; Artificial Breeders Association; Sears Foundation, Farm Machinery Dealers; WTIC; Donforth Leadership; American Institute of Cooperation; 4-H Clubs; State Department of Agriculture; Sears B. Condit Fund; and State F. F. A. Foundation.

Program Interpretation and Promotion

Forty (40) colored slides were developed showing outstanding programs and activities of Vocational Agricultural Education. Sixty (60) 8" x 10" prints were developed and sent to various agricultural departments showing outstanding highlights of the annual F. F. A. Convention. The University of Massachusetts released information for State-wide publicity concerning our program.

Additional Significant Information and Materials

The staff of one school has been upgrading employees of city parks in their area by going directly to the place of employment. On-the-job instruction regarding conditions of sodded areas, shrubbery, trees and conservation practices are given to the employees.

TRADE AND INDUSTRIAL EDUCATION

BOYS AND MEN

The Annual Vocational Summer School Conference was held at Fitchburg State College, June 27 to July 1, for the purpose of providing the required 30-clock hours of professional improvement for over 800 vocational teachers throughout the State.

The conference was divided into several workshops offering specialized instruction to teachers representing the several trades and occupations which are offered in the state-aided day vocational schools.

In addition to the large general conference at Fitchburg, other workshops were conducted in connection with the summer school at the General Motors Training Center for teachers of auto mechanics, auto body repair, and a special course in major electrical appliance repair was conducted for teachers of electrical subjects. In addition to the instruction given at the General Motors Training Center other automotive instructors attended workshops conducted by Bear Alignment Company, Chrysler Corporation and Volkswagon.

A program was also set up for machine shop instructors whereby each machine instructor spent one day at Fitchburg where he was instructed in the programming of a job with the use of a Flex-O-Writer. He then took this tape to Worcester Industrial Technical Institute, where there were 3 Numerical Control machines to check out his tapes on these machines. He spent 2 days at Worcester in the Metals Technical Laboratory where he was given a course in practical metallurgy. The remaining day was spent in Fitchburg exchanging projects and blue prints made in each school. This meant that each instructor had one day of tape theory, one day of numerical control machines, two days of metallurgy and one day for exchange of projects.

At the new South Shore Regional Vocational-Technical School, teachers of metal fabrication and welding attended a workshop involving metal fabrication, sheet metal, and welding.

The State Supervisor was responsible for requesting and conducting a conference for cooperative coordinators and placement directors in conjunction with the annual summer conference. Thirty-six (36) vocational coordinators of industrial cooperative programs were in attendance. The theme of this conference was "The Multiple Role of the Coordinator in Cooperative Education Today." The major purpose of the conference was the establishment of guidelines for: improvement and expansion of present program, establishment of new programs, standardization of school records; pre-employment preparation; program supervision, standardization of employment application procedures.

Three (3) courses for prospective leaders to qualify them to conduct courses in Supervisory Training were conducted during the Fitchburg Vocational Summer Conference. These courses included training leaders for Supervisory Instructor Training, Conference Leadership-Techniques of Supervision, and Work Simplification. Thirty-three (33) teachers enrolled in these courses.

The State Supervisor cooperated with the President's Panel on Highway Safety to improve the established laws of highway safety, and attended meetings called by the Massachusetts School House Safety Committee and the Massachusetts Commission on Safety Engineers. He also attended conferences called by the committee on Civil Defense to plan the use of manpower in disaster areas.

The State Supervisor held conferences with officials of General Electric Company of Lynn concerning an in-plant training program in electronics-hydraulics maintenance and repair. This course proved to be most successful. At the request of the Director of the School Lunch Program, two courses were conducted at the University of Massachusetts by the Bureau of Vocational Education for supervisors in the School Lunch Program. Nineteen (19) supervisors were enrolled in the Supervisory Instructor Training Course and seventeen (17) persons were enrolled in the Techniques of Supervision course. Letters of commendation were received from the School Lunch Program officials regarding the success of these courses.

Numerous conferences were also held with members of the School Committee who were interested in developing and building vocational-technical schools. This involved approximately 15 areas throughout the Commonwealth with an estimated value of $50 million in construction.

Emphasis and interest has been particularly strong in the area of regional vocational technical schools, six of which are in the process of construction - the opening dates extend from September 1966 to September 1968. Nine more are in the planning and developmental stage. The State Supervisor has held frequent conferences with the educational consultants representing local and regional districts together with architects, superintendent-directors, engineers, and others.

Presently there are 26 state-aided vocational schools that offer part-time cooperative training to students in trade and industrial education. Six new schools were approved to conduct cooperative training during the year. These schools will involve approximately 350 twelfth grade students. The following trades are included in their programs: auto body, auto repair, boatbuilding, bricklaying, cement finishing, electrical, electronics, hoisting engineer, house carpentry, iron worker, lathing, machine, machine drafting, metal fabrication, mill carpentry, painting and decorating, plant maintenance, plastering, plumbing, resilient flooring, sheet metal, small engine repair, and upholstery.

During the past year, secondary school programs have shown evidence of the need for expansion. This expansion could be tremendous if the local school authorities would be willing to spend money for new construction. The waiting list for students desiring to be admitted to the secondary vocational schools is growing each year.

At the three (3) new regional vocational-technical schools that are already in operation, the enrollment has increased greatly. These schools are located in North Adams in the Berkshires, Hanover on the South Shore, and Andover. These schools are now planning construction to provide additional space to take care of the demand for increased enrollment.

The Greater Lawrence Regional Vocational-Technical School opened in September 1965 already cannot meet the needs of that particular area. This is one of the largest schools in the Commonwealth with a capacity of 1200 pupils. Plans are already being discussed for new construction of this school.

Two other regional vocational-technical schools will open in September 1966. Blue Hills Regional Vocational-Technical School located in Canton, Blackstone Valley Regional Vocational-Technical School located in Whitinsville. Requests for admission to these schools already far exceeds the capacity for the first year enrollment.

In addition to the industrial technical institutes located in Springfield and Worcester, post-secondary programs are being offered at the Charles H. McCann Regional Vocational-Technical School in North Adams, the South Shore Regional Vocational-Technical School in Hanover, and the Greater Lawrence Regional Vocational-Technical School in Andover.

Forty-six (46) Supervisory Training programs as indicated below were conducted throughout the Commonwealth during the year for industry, etc. The total enrollment was 457 enrollees representing 35 organizatiohs in 15 localities. These courses were: Supervisory Instructor Training, Techniques of Supervision, Conference Leadership, Work Simplification, and Job Methods Training.

At the request of the State Administration and Finance Department which includes the State Personnel Division, courses were conducted on leadership development and administrative personnel in the following branches of the State Government: Registry of Motor Vehicles, Department of Mental Health, Department of Public Works, Department of Public Welfare, Comptrollers Division, Department of Education, and the State Hospitals. Four (4) initial programs were conducted at Chelsea Soldiers' Home, Chelsea; Lemuel Shattuck Memorial Hospital, Boston; The State College at Westfield; and the State Office Building, Boston.

These programs were established to provide fifty qualified conference leaders to continue training programs for the Commissioner of Administration and Finance which would be given to approximately 4,000 administrators. This program was under the direction of the Bureau of Vocational Education in cooperation with the personnel division.

In cooperation with the Massachusetts Fire Chiefs' Club, Massachusetts Institute of Fire Department Instructors, County Fire Department Organizations and local departments, training classes and seminars were conducted throughout the Commonwealth for firemen in firefighting procedures and fire science. Basic and advance courses were held in all types of fire training for the betterment of fire safety and prevention of loss of life and property.

Attendance in these courses was approximately 4,000 and participants came from 281 communities throughout the Commonwealth. Instructor Training courses were also conducted for qualified Drill Masters in the following centers: five in Framingham, three in Waltham, and one in West Bridgewater.

During the fiscal year 1966, $733,300. was allocated to Massachusetts for Work Study Programs. All of this money was spent for both school year and summer programs. There were approximately 1400 students working during the school year and approximately 1200 in the summer programs. These were not necessarily the same students, because graduates were dropped and those accepted for enrollment were added. Programs had to be curtailed because $200,000 was asked on a reallottment from Washington and only $96,000 was received. This program will suffer tremendously if funds are cut in the 1967 budget.

Waltham - Shop Study Program in junior and senior high school for potential dropouts. This program consists of 3 hours of academic work starting at 11:00 o'clock and then 3 hours of shop work in the Vocational Schools after the vocational students are dismissed. Pupils are rotated for a period of ten weeks each in auto, auto body, carpentry, and welding. Several of these boys have been accepted for enrollment into the regular Vocational Program. There were 36 boys enrolled in this course.

Boston - "Techniques of Industry" course inaugurated for those that had either left school or were contemplating leaving school. This course consisted of 3 hours of related and academic work and then 3 hours of shop course where the boys learned something about a variety of trades. The shop was equipped with metal lathes, woodworking machines, and equipment for tile setting, electricity and welding. Some boys are upgraded so that they attend the Cooperative Machine Program, others learn enough so that they become helpers in the other trades. There are 15 boys enrolled in this class. This course is held during the regular school hours in the East Boston High School.

Worcester - Occupational Preparatory Courses were started in 3 of the 5 junior high schools for the potential dropouts. A course for boys and a course for girls was held in each school. The students traveled in a group through special academic classes geared to their level of learning. The last 2 periods of the day were spent in shop. There were a total of 15 boys and 15 girls in each school. This made a total of 90 students in the 3 schools. This program was so successful that it will be placed in the remaining 2 junior high schools this fall. This will mean that every junior high school in Worcester will have an Occupational Preparatory Course for potential dropouts. There were several boys and girls from these programs that were upgraded so that they were accepted into the Girls' and Boys' Trade Schools in Worcester.

Northern Berkshire Regional Vocational High School - South Shore Regional Vocational High School and Tantasqua Regional Vocational High School held remedial reading courses both during the school year and in the summer program for the slow learner. There was a total of 30 students in these courses during the school year and 47 during the summer months. These courses are becoming very popular because of the value to the students. Many more are planned for next year. A detailed report on the results of these courses is being prepared by each community.

Newton - Programs for the Academic, Socio-economic, and Other Handicapped were held during the school year in Electro-Mechanical Devices, Nurses Aid Child Care, Business Education, Food Preparation. There were a total of 90 students enrolled in these courses. These courses were also held during the summer with approximately the same number of students. A new course, landscaping was added during the summer with an enrollment of 20 boys.

Waltham - A Machine Operator - Entry course was established in May and is to run during the summer. The purpose of this course is to train the boys in the general course that are graduating in June to have saleable skill to enter into the world of work. Industry in Waltham is looking for Machine Operators.

There has been no problem in the recruitment of teachers during the past year. Neither has there been any difficulty in the retention of teachers. The greatest difficulty that still exists in this state is the placement of teachers due to the comparatively low salary offered by the local Boards of Control. When a tradesman who is now making $8,000 to $9,000 a year in industry and is offered a position as a teacher at a salary of $5500, needless to say, he is not interested. However, this problem is gradually being overcome as the local school authorities realize that they cannot obtain competent teachers at the low starting salaries being offered.

During the year, several conferences have been held between teacher-trainers and recommendations will be made on the revision and expansion of the present teacher-training course. One of the recommendations is that the course is required specifically for teacher-trainers of related and technical subjects. Conferences have been held between the Director and the Assistant Director and with the Presidents of teachers colleges at Fitchburg and Worcester to revise the curriculum for a B.S. in Education (Vocational Degree), in order to include more courses in mathematics and physics. This revision should take place during the coming year.

Eleven teacher-training courses each consisting of 30 clock hours of instruction were conducted in Boston, Essex County, Quincy, Westfield and Worcester. This program involved 174 people.

Again this year, approximately 450 applicants for admission to the teacher-training classes were screened and examined by personal interview, a written test, and a performance test to determine their eligibility for enrollment in the teacher-training class. As a result 187 candidates completed and were certified for teacher training Part I, 120 clock hours of instruction. One hundred fifty-one (151) candidates completed and were certified for teacher training Part II, 120 clock hours of instruction. After the completion of Part II, candidates were certified as approved teachers in a State-aided Day Vocational School. Classes were conducted during the fall and winter months two evenings a week in Andover, Fitchburg State College, Waltham, Westfield, Weymouth and Worcester.

The inadequacy of State personnel continues to make it practically impossible to complete much needed studies for the expansion of Vocational Education particularly under the Vocational Education Act of 1963. It is hoped that during the coming year monies will be provided to employ other qualified supervisors in this Bureau so that these studies will be made.

The purpose of this project was: Preparation of a program of study for the new school is a joint research project for the Quincy Public Schools and the American Institutes for Research, Pittsburg, Pennsylvania. It is sponsored by the U. S. Office of Education and is scheduled over a five-year period from its beginning in April 1965. The total budget for five years will approach $950,000 of which approximately one-third represents locally contributed monies. However, actual funding will occur on an annual basis in terms of the extent of effort programmed for the particular fiscal

year. The staff includes three full-time research people from the American Institutes for Research and eleven faculty members from the Quincy Public Schools who combine half-time on the project and half-time in teaching. In addition, teachers throughout the system provide special assistance from time to time. A panel of seven advisors, each of whom is a nationally eminent scholar or educator, meets several times each year to provide technical review and guidance to the effort, and a local advisory committee composed of Quincy businessmen and civic leaders meets monthly to consider requirements of the physical plant and plan for graduate placements.

The official title of the program is "Development and Evaluation of an Experimental Curriculum for the New Quincy (Massachusetts) Vocational-Technical School." However, the code name "Project ABLE" is being used as descriptive of the basic purpose of the study. That purpose is to provide every student not in the college preparatory program with an opportunity to achieve competence in each of three areas:

1. skills and knowledges in a chosen field of work;
2. the individual's role as a citizen;
3. independent pursuit of self-fulfillment and new learning.

The curriculum for the new school is intended to extend from the 9th to the 14th grade, to include post-12th grade instruction in areas like electronics, computer data processing, and the machine tools technology. The specific job families around which both the new school building and the curriculum are being organized are the following:

1. Business Education - Secretarial, Clerical, Bookkeeping, Sales;
2. Computer Data Processing - Equipment Operators, Programmers;
3. Electro-Electronics - Electrical Installation, Electronics Repair;
4. Foods Preparation - Food Service, Food Processing;
5. General Piping - Plumbing, Pipefitting Refrigeration;
6. General Woodworking - Carpentry, Patternmaking, Boatbuilding;
7. Graphic Arts - Printing, Commercial Art, Drafting;
8. Health Occupations - Medical Assistants, Personal Care;
9. Home Economics - Homemaking, Home Services;
10. Metals and Machines - Sheet Metal, Machinists, Foundry;
11. Power Mechanics - Auto Body, Auto Mechanics

Approach: The principal goal of the project is to demonstrate increased effectiveness of instruction whose content is based upon explicit derivation from analysis of desired behavior after graduation. Rather than taking a total body of knowledge and drawing content from it, curriculum will be defined by what technology and industry need for job success. Subordinate objectives embodied in this plan are the following:

1. Development of educational objectives. The intent here is to identify the behaviors which are desired of the student when he has completed a particular course of instruction. Education has no meaning in the abstract-objectives need to be stated in specific operational terms. While emphasizing the vocational area of educational goals, they will include the development of individual attitudes toward work, habits of work, and standards of excellence.

2. Derivation of curriculum requirements. Curriculum needs will be described in terms of topics within each "subject" and placed in an instructional sequence which takes prerequisite knowledges systematically into account. Each learning sequence will be in the curriculum because it must be there if the student is to be competent and the justification for its presence can be demonstrated on the basis of relevance to a vocationally oriented educational goal. Project ABLE, by analyzing the requirements of many jobs within each of the eleven broad vocational areas for common and related skills will provide education in the skills and knowledges which are common to a variety of occupations. This should minimize the amount of "new" training that might result from job change or as opportunities open up in related areas and provide flexibility needed to accommodate to changes in demands of the technology.

3. Description of needs for prerequisite learning. The elaboration of a new curriculum for the vocational-technical school will also make possible the specification of prerequisite knowledges to be acquired in junior high school years of schooling, including the kinds of student preparation which might be gained in industrial arts and other basic areas of instruction. The aim will be to make possible the development of broad exploratory programs in the junior high grades by the Quincy schools, to prepare students for productive educational and vocational careers.

4. Effecting Changes in Student Viewpoints. The new school with its newly designed educational offerings, should become attractive to students of a variety of backgrounds and abilities. A most difficult task facing any student and family is that of choosing realistic life goals and the educational path to that goal. The pressures of our society have been directed toward college attendance while the trade school course has been relegated to second-class status. But we cannot afford to allow even a small fraction of the 70% who will not go to college for one reason or another, to leave high school from a "general" course with no particular skill or knowledge to market. The project includes preparation of an organized program for assessing the student's abilities and interests, and for helping him and his family evaluate these over a wide range of occupations. This will involve the inservice training of junior high school guidance counselors and the provision of materials and information for junior high students.

5. Individualizing Instruction. It has been demonstrated repeatedly that individuals differ with respect to a great variety of abilities. The traditional classroom has not made sufficient provision for these individual differences, but with increasing frequency, especially at the elementary level, schools are changing to ungraded study programs. Project ABLE incorporates the concepts of individualized instruction by providing a framework which will allow for maximum flexibility of student progression through a course. Learning will be a process guided by the teacher rather than forcing facts into students. A student's achievement will be the standard of his learning progress and at the same time a primary source of his motivation. The student is given a set of objectives which tell him all the things he is expected to be able to do after completing an assignment. Individual tutoring, small group discussions among students at a similar stage of progress, demonstrations, and possibly seminars are decided upon by the teacher and scheduled as needed. The key feature, however, is that students do the learning largely on their own and student-

teacher interactions do not generate into lecture classes. When a student completes an assignment and feels he is ready to go on, he informs the teacher who administers the appropriate achievement test, scores the test immediately, and if the student has succeeded, makes another assignment.

6. Student Evaluation. Appropriately derived topic objectives will lead directly to measures of student performance. It is desired here that all "units" of instruction have performance measures which are available to the student, to instructors, and to guidance counselors. These proficiency tests are an essential and integral part of individualized instruction and they will contribute to making the student evaluation file a clear history of learning achievement. Emphasis in this testing is on attainment of goals, rather than upon differentiation of students into "good" or "bad," and to provide directions for future effort on the part of the student.

7. Program Evaluation. A comprehensive program of evaluation will include objective measures of immediate outcomes, as well as the foundations of techniques for the later collection of follow-up data on educational outcomes after graduation. Student evaluations will yield many of the basic data for program evaluation; this will require systematic recording and storing of indicators of student experience and performance. A second feature is establishment of techniques for following up the student at periodic intervals, so that his location is known; this will make possible the obtaining of information on employment, job success, career progression at intervals after graduation. Systematic information of this sort will constitute the basis for program evaluation in terms of its long range effects.

Some Expected Outcomes: The purpose, approach, and developments of Project ABLE with reference to the new vocational-technical school in Quincy have been established to achieve certain specific ends. Although the immediate goal is to be a curriculum, there are features being incorporated that deserve separate identification.

The students of immediate concern in the project are those who are not college-bound. Provision must be made, however, for those who may change their educational path. The curriculum is intended to provide the courses needed to meet in part the college entrance requirements; at the same time the curriculum will be oriented toward the general vocational education that all students should have to meet the demands of everyday living in an increasingly complex technical society. At the junior high school level there will be group instruction on the world of work and its occupations. This will be integrated with a guidance program working to provide each student with materials he needs to make a sequence of decisions narrowing from a choice of educational path most compatible with his abilities and interest thru selection of a vocational area to a specific group of jobs within the area. At the high school level, a sequence in Social Studies will deal with the economics and sociology of industry and the citizen in a modern society in relation to family and political institutions. For Mathematics the courses will be aimed at competence and speed in basic operations, progressing to measurement, graphing, and descriptive geometry, and culminating in algebraic equations and trigonometry. English will have as its goals providing instruction in reading, oral and written communication, beginning at basic levels of competence and progressing to the comprehension of technical reports; and providing appreciation of human values in literature, beginning at points of interest appropriate to the

least "Literate" student. A science course will emphasize the functioning for human organ systems. Elective courses will be oriented toward acquaintance with activities of a self-fulfillment leisure time nature.

A second feature which might be expected to accrue follows from the idea of general vocational competence. By means of the vocational area-job description-behavior analysis approach to specification of course and topic objectives stated in terms of performances required for job execution, it will be possible to distinguish the learnable skills and knowledges generalizable across several jobs within an occupational group. Given training in those skills and knowledges common to a variety of occupations, the student-graduate should have a greater flexibility in shifting with changes in industry. There will be opportunity for increasing specialization, but it will be built upon a broad base of more general competence within each vocational area.

A third outcome of the development effort will be a planned set of graded levels of specific education within each area, requiring a range of preparation times designated by jobs (or job clusters). The domain of jobs in an occupational group has been structured to reflect the progression of skills inherent in those jobs. Selection of jobs to represent the area reflects the levels involved so that there are clear points of demarcation where a student can attain certified competence up to the level commensurate with his individual abilities. This concept of multiple exists at points equivalent to the 10th, 11th, 12th, 13th, and 14th years of education is an integral part of Project ABLE and the philosophy of a specific usable skill for each student when he leaves full-time school.

The Bureau has cooperated with industries, hospitals, state institutions, state personnel division, M. I. T., Tufts University, Northeastern University, Department of Employment Security Bureau of Labor, Fire Chiefs Clubs, Civil Defense, local School Committees, for the purpose of discussing trends and developments in vocational education and the services Vocational Education can offer to assist them in their various objectives.

As a result of the new legislation this State now has an advisory committee on the State level. The functions of this committee is to advise the State Board for Vocational Education on the implementation of the Vocational Education Act of 1963. This council consists of 9 members including representatives of industry, business, labor and management.

The advisory committee in the local vocational school occupies a most important place in the effective operation of the vocational school program. These committees are frequently called upon for advice on the review of courses of study and on the purchase of new equipment.

Private Trade Schools

Under the Private Trade School Law, Chapter 93 of the General Laws, as amended, supervisory activity was continued during the reporting year, July 1, 1965, to June 30, 1966, in the following categories:

(1) Processing and evaluation of applications for new schools for licensure.

(2) Processing and evaluation of applications for annual license renewals.

(3) Investigation and resolution of student complaints.

(4) Answering oral and written inquiries for information relative to educational opportunities offered by both public and private schools.

(5) Evaluation and modification of new and revised courses of studies.

(6) Checking and evaluating progress of enrolled students in both day and evening classes.

The number of licensed private trade schools, on June 30, 1966, and for each of the four reporting periods is:

1963 - 41 schools
1964 - 37 schools
1965 - 35 schools
1966 - 31 schools

During the current reporting year:

Three schools were relieved of the necessity of licensure of a course in Fashion Merchandising.

One school owner died and the schools were not conducted by the heirs.

A teacher-training class of thirty hours duration was conducted at the Somerville Vocational High School for private trade school teachers under the auspices of the Bureau of Vocational Education.

Analysis of license fees received:

31 renewal licenses @ $50.00 each	$1550.00

Several modifications of existing approved courses of study were evaluated and recommended for approval.

TRADE, INDUSTRIAL, AND HOME ECONOMICS EDUCATION

GIRLS AND WOMEN

The Annual Conference for vocational home economics teachers was not held this year due to the fact that one of the Home Economics supervisors had resigned.

The Annual Spring Conference for local Directors was held May 13 and 14 in North Andover in conjunction with the Massachusetts Vocational Association Spring Meeting.

New developments were presented in programs in Trade and Technical Education for Girls and Women, as well as Home Economics Education, of Distributive Education, of Practical Nurse Education and Other Health Occupations. The purpose of this meeting was to project ideas and suggest ways of further implementing the Vocational Education Act of 1963 and to outline procedure to be followed in attaining and disbursing federal monies.

The Annual Vocational Summer School Conference for Teachers in Home Economics Education and Trade and Industrial Education (Girls and Women) was held at Fitchburg State College, June 27 to July 1.

Theme of the morning sessions was "Occupational Horizons" led by Mrs. Mary Resh, Program Specialist, U.S. Department of Labor, and Miss Ann Donovan, Program Specialist, M.D.T.A., Washington, D.C. The Program was planned to include panel presentations, small group sessions and summaries and/or generalizations reached by members of the small groups.

There were approximately forty home economics teachers (both Vocational and General Home Economics) in attendance at this week's conference, most of whom showed sincere interest in the program and actively participated in the group discussions.

A meeting of the Advisory Committee for the Springfield Vocational Home Economics Department was held in February to discuss plans for redesigning and renovating the Home Economics Department to accommodate areas of training directed toward occupational employment.

The Advisory Committee included:

Supervisor of Home Economics, Springfield Public Schools

House Manager, Springfield Day Nursery

Home Economist, Western Massachusetts Electric Company

Nutritionist and Dietician, Wesson Memorial Hospital

Home Economist, Springfield Gas Light Company

A review of present developments in wage earning as related to home economics in Massachusetts, developmental planning for occupational type programs as well as a discussion of remodelling plans for the Vocational Home Economics facilities were included in the agenda. Presentations were made by the Assistant Principal of the Trade High School, the Supervisor of Springfield Evening Practical Art Program and a State Supervisor of Home Economics Education.

A meeting of the Advisory Committee for the Vocational Home Economics Department of Duxbury High School was held on May 5, 1966, at the High School building in Duxbury, Massachusetts. The purpose of this meeting was to discuss possibilities of, and procedures for the establishment of occupational type programs in Home Economics. Members of the Advisory Committee included the school administrators, home economics teachers and community representatives.

Advisory Committee members for the Vocational Home Economics Department of the Lowell Day Household Arts School met on March 1, 1966, for the purpose of exploring occupational training opportunities and new type programs in which there would be a combination of health occupations education and home economics education. With the introduction of wage earning courses in this two year vocational school, it was recommended that the training for employment take place at 11th and 12th grade level.

Personnel administrators from Deauville, Pelham Manor, Beaconcrest and Town and Country Nursing Homes who were present at the meeting expressed interest and support in this new venture.

Similar meetings were held in Brookline, Leominster, Brockton, Lynn, Sturbridge, Amherst, Framingham, Attleboro, Newton and Somerville. Interest was indicated in the various areas of training in Food Service, Child Care, Retail Sales, Clothing Services, Health Education, Recreation and Art Services.

A State Supervisor of Home Economics served on the planning committee for the Massachusetts Home Economics Workshop on "Working with Low Income Families" conducted at Framingham State College on September 23, 24, and 25. Informative tapes and materials secured at the January 1966 Chicago Conference on "Working with Low Income Families" were shared with local educators and conference participants.

State Supervisor of Home Economics Education was responsible for leadership in discussion groups. There were approximately 75 persons in attendance.

The State Supervisor of Home Economics Education served as Co-Chairman of the Western Massachusetts Home Economics Association Spring Meeting with Miss Helen Vasnaian, Assistant Dean, School of Home Economics, University of Massachusetts. The meeting was held at Westfield State College on April 2, 1966.

A presentation was given of the "Vocational Education Act of 1963, its Implications for Home Economics". Steps in establishing wage earning programs in home economics were outlined. Vocational Home Economics instructors responsible for establishing and conducting successful occupation-type programs in Food Service, Cooperative Clothing and Child Care, gave interesting and informative reports.

The State Supervisor of Home Economics Education attended the Federally-sponsored Vocational and Technical Education Regional Conference held in Boston from March 8 - 11. The staff members of the Vocational Bureau of the Department of Education in the New England States were represented at all meetings. Information gained from these meetings has been related to other educators throughout the State by means of area meetings as well as direct implementation within specific school communities.

During the Home Economics Group meeting, the State Supervisor of Home Economics Education gave a report of existing programs in Massachusetts which are preparing individuals for occupations using Home Economics knowledge and skills.

The State Supervisor of Home Economics Education participated in the National Clinic for State Supervisors of Home Economics Education conducted at the Palmer House, Chicago, January 17 to 20. The purposes of the meeting were:

a. To consider the leadership role of state supervisory staff in the development of quality programs in home economics for homemaking and for occupational training.

b. To identify current and future needs in promoting and developing home economics occupational programs.

c. To consider ways to extend the services of home economics education in urban areas and to special groups.

The State Supervisor of Home Economics Education served on a panel whose responsibility it was to discuss the contribution of home economics education to the total vocational education program.

Materials and ideas gained at this conference have been shared with vocational educators throughout the State in conferences and group meetings.

A Home Economics curriculum guide developed during a three week program of curriculum revision in the summer of 1965 at Fitchburg State College is still in the process of refinement. Subject matter committees met to develop the main body of the guide for each area of content. Each committee consisted of general home economics teachers, vocational home economics teachers and colleges or university subject matter specialists. The State Supervisor of Home Economics served as consultant for the group. The concepts of behaviorial goals which generalised their essential learnings have been formulated. Additional development in the area is necessary before the materials are ready for publication.

The Department of Audio-Visual Aids cooperated effectively in making available to the Bureau of Vocational Education materials for use at the Western Massachusetts Home Economics Association meeting.

School accreditation - the General Home Economics teachers were invited to participate in the Summer workshops.

As formerly, the State Supervisor of Home Economics has worked closely with the Division of Teacher Certification and Placement in connection with the approval of Home Economics teachers for Junior and Senior High Schools.

The new Home Economics-Science Building continues to provide very adequate facilities for teacher-training. The education laboratory has been used extensively for demonstration lessons and for the development of single period foods class materials. Reproducing teaching materials has been facilitated with the equipment available.

Construction of a new library and audio-visual center is expected to begin this fall.

During the past year, there has been no definite expansion in the Home Economics program offered in the public high school. It has been evident, however, that the enrollment has increased in certain sections of the State. This was brought about by the motivating force of changing the concept of home economics specifically for the homemaker to home economics in the field of wage earning occupations. There has been no change in the number of all-day home economics schools in operation in the past year.

The pilot programs that were established at the David Hale Fanning Trade High School in Worcester have proved to be quite successful. An expansion of this particular type of program is confidently expected during the coming year.

Inquiries were received from Brookline, Leominster, Brockton, Lynn, Sturbridge, Amherst, Framingham, Attleboro, Newton, and Somerville for starting new wage earning and food service and child development programs. Most of these programs are expected to be in operation during the coming school year.

The Future Homemakers of America showed considerable growth this year with six new chapters affiliated and an increase of 255 new members.

Several schools have expressed interest in starting chapters. Materials have been sent to many home economics teachers and invitations to attend state meetings were well received. Through cooperation with city supervisors plans are being formulated to speak to three large groups of home economics teachers.

The Fall meeting of the Massachusetts Future Homemakers of America was held at the new Weymouth Senior High School, Weymouth, Massachusetts, on November 4, 1965. Attendance at the meeting was excellent.

The program responsibilities were shared by affiliated chapters. The theme of the meeting was "Manners and Morals Matter". The highlight of the program was a question and answer program moderated by a state officer with a young college man answering the questions. This same young man had been on the program at the National FHA meeting the previous July.

Several Executive Board meetings were held at the State College during the year. This enabled the new State Adviser to meet the state officers and their advisers and become better acquainted with the goals and objectives of the organization. Programs, problems and suggestions were discussed and organized, for presentation to the total membership at State meetings.

The Spring Meeting was held at the State College at Framingham, Massachusetts, on April 29 - 30, 1966. The theme of this meeting was "Your Manners Are Showing". Election of new state officers was held during the morning session. The highlight of the afternoon session was a very interesting illustrated lecture on "Foods of the Space Age" by Mrs. Mary Klicka of the Natick Laboratories. The girls were able to sample some of the foods developed.

More home economics teachers who had been invited attended than at the fall meeting.

The 21st National Meeting of the Future Homemakers of America was held in St. Louis, Missouri, July 13 - 16, 1966. Seven delegates, one Chapter Adviser and the State Adviser were in attendance.

Dr. Wayne O. Reed, Associate Commissioner for Federal-State relations, U.S. Office of Education made the keynote address at the opening session Wednesday night speaking on the conference theme "21 Years - Foundation for Progress".

Recruitment has been handled by college faculty speaking at Career Days, College Nights, etc. Applications exceed space so that recruitment is not as vital as in the past. It is recommended that school groups visit the campus in order to get a better concept of the total facilities.

These visits have occurred on a regular school day in order to present an actual picture of the academic program.

Because of the higher entrance requirements, a fine calibre of student is being admitted. Personal interviews are still mandatory. Several Saturdays during the college year are planned for group interviews, tours, and a question period with a college faculty member.

Individual conferences as well as group discussions were held throughout the year on the educational offerings and professional opportunities in vocational education.

This is the second year Vocational Home Economics students have elected their major at the end of the sophomore year. There has been a continued increase in students electing Vocational Home Economics. Also, transferring and changing majors has been cut to a minimum. More certified teachers for Vocational programs will be available.

The student teaching experience has been strengthened due to the fact that by changing this experience to the senior year, the students have one extra semester on campus.

The five day week was initiated this year so that more continuity of teaching was possible in each center. Two seminars have been conducted each teaching quarter. This has proved so successful that it will be continued this year. Conference time has been allotted for individual problems.

All cooperating teachers were invited on campus for a tea and exchange of ideas.

The Home Economics curriculum has been revamped, particularly the content of educational courses.

Principles of teaching has been up-dated. Continuous evaluation of methods and materials has been carried on extensively.

Due to the resignation of one of the two supervisors of home economics which aggravated the serious condition which existed during the previous year whereby a new supervisor was employed for one year only but resigned to accept a position in New York State, there was no time to devote to research and studies. As a matter of fact, the lone supervisor could not keep up with the demands of the program with the result that certain aspects of

supervision and research suffered.

Excellent cooperation was obtained with other supervisors in the Bureau with responsibility in Health Occupations, Distributive Occupations, Adult Homemaking Education, Trade and Industrial Education, and M.D.T.A. programs.

The State Supervisor has cooperated closely with the Division of Employment Security, the Bureau of Teacher Certification and Placement in the rating of candidates for teaching positions, also with the Massachusetts Chamber of Commerce and the local Chambers of Commerce and certain service organizations. The State Supervisor has visited hospitals and industries for the purpose of obtaining information relating to wage-earning occupations for pupils who have had specific training in home economics.

The State Supervisor of Home Economics worked closely with the State Supervisor of Trade and Industrial Education in establishing programs for socio-economic deprived youth in Newton and Worcester. These programs have shown possibility in the training of simple occupations from which this type of youth may obtain more profitable employment.

Requests have been received from the city of Brockton for the establishment of this type of program for the coming school year.

Adult Homemaking and Craft

The State Supervisor has the responsibility of anticipating needs and of responding to requests for Professional Improvement for teachers of Adult Homemaking. Each teacher is required to do 30 clock hours of such improvement each year. The purpose is to keep teachers currently informed on up-to-date research in their respective fields, to keep them aware of the value of art in the realm of homemaking, to alert them to the changing socio-economic background of the society in which they work, and to give them increased skill in methods of teaching.

To this end, workshops were set up in geographic areas most needing this service as follows:

> Somerville: Alterations of ready-made garments. This workshop was geared to teachers who may in turn train homemakers for wage earning. This is a skill which may be practiced in the home when family responsibilities make it inadvisable for the homemaker to stay away from home to work in industry.
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> Springfield: About fifty (50) teachers of clothing in the western part of the state participated in two (2) workshops. One group of those who teach basic and intermediate clothing and the second for those teaching advanced and tailoring. Each member practiced construction techniques suitable to each level of learning. Curriculum guides were prepared and revised for each level.

Annual Vocational Conference at State College Fitchburg: At the Annual Vocational Conference, the purpose has been to stress methods of teaching, to review current skills and knowledge, to update teachers on new trends and developments as they affect the adult homemaking field.

The Nutritionist from the Massachusetts Department of Public Health works with teachers of Foods in adult classes. New resource material in the field of nutrition are made available. This includes Consumer Education and instruction in economical purchasing of food for the homemaker. Representatives from dress pattern manufacturers, food companies, city department stores, shopping centers, yarn manufacturers, woolen mills, public utilities and interior decorators discussed their respective areas at various teachers' meetings and conferences.

The State Supervisor of adult homemaking was invited to attend local school committee meetings and advisory committee meetings, to discuss organization of new programs as well as expansion and revision of existing programs. Other visits were made by the state supervisor on invitation from those communities interested in establishing or re-establishing a program of adult homemaking. During these conferences at the local level, the supervisor discussed with the Superintendent of Schools the approval factors which must be met before the program can be recommended for reimbursement. At this time, facilities are inspected, equipment checked and in many instances teacher candidates interviewed.

The State Supervisor is a charter member of the Massachusetts Consumer Association. Its purpose is to cooperate with the Governor's Consumer Council in following up and endorsing legislation as it affects the consumer, and to interpret legislation and its implications to homemakers.

The State Supervisor is on the Executive Board of the Massachusetts Home Economics Association, representing state service. The function of this office is to interpret to the members of the Association the various services which the state provides on the state level. This includes the nutritionists for the Department of Public Health, dietitians at the several state institutions, instructors at the college level, service to teachers in day school Home Economics and opportunities for adults.

The State Supervisor continues each year to cooperate with the United Community Services of Greater Boston in the conducting of the 60 plus program. This is held at Horticultural Hall in Boston, and is attended by about 5,000 senior citizens, coming on foot, by public transportation and by chartered bus from 90 communities of Greater Boston. The State Supervisor was responsible for the planning, preparation and supervision of 75 demonstrations over an 8 hour period.

The State Supervisor has been President during this year of the Boston-Framingham Club which meets four times each season. One of the major projects of the group is to provide a scholarship program for Framingham State College.

The State Supervisor represents the Department of Education on the New England Craft Council.

The State Supervisor attended the workshop on working with low income families. This was conducted at State College, Framingham and was attended by about 200 Home Economists, Welfare workers, Social Service Personnel and representatives from the low income families themselves, residing in public and other housing. Among the conclusions drawn at the meeting were that there were many opportunities for Home Economists to help the low income family to help itself; that there is a place for a Home Economist in the Department of Public Welfare; that conversely the Home Economist could use the Welfare worker and Social Service worker to understand the needs of the low income family and the social conditions which result in the low income.

The State Supervisor conducts at least three all-day conferences with teacher-trainers for adult homemaking throughout the year. The Teacher Training outline is revised and brought up-to-date in accordance with new developments in the field of education and legislation.

Candidates for teachers in adult homemaking programs are occasionally found to be deficient in the required educational background. These candidates are encouraged to complete their high school education and are referred to the State High School Equivalency Program in the Bureau of University Extension. Many candidates avail themselves of the opportunity to resume their education and the majority of those making application are successful in receiving a high school equivalency certificate.

The State Supervisor cooperates in evaluating work experience toward high school credit. As a result of this first hand contact with education in many years, some teachers are inspired to continue with their own interrupted education and go on for college credit. The State Supervisor encourages these and guides them in their choice of curriculum.

As a condition of State approval, all teachers must successfully complete the required 60-clock hour teacher-training course. This course is offered in conjunction with the Annual Vocational Summer School at Fitchburg State College. During the school year it is also offered during the evenings at strategic locations throughout the State when the need arises, i.e., Cape Cod and the Berkshires. Such courses are also conducted in the evening in the Boston area during the year.

Throughout the Commonwealth there are 152 communities with active programs or with preliminary organization plans under way, (136 in operation - 16 under advisement).

Approximately 39,000 adult homemakers attend these classes which are taught by 1,845 instructors.

Because of the low salaries offered for the position of State Supervisor, the Bureau of Vocational Education has been unable to employ a qualified replacement for the supervisor who retired a few years ago. Therefore, it has been practically impossible to devote any time to curriculum revision and development.

Programs to prepare homemakers for wage-earning were piloted in Practical Homemaking, Wardrobe Maintenance, and Catering for Homemakers.

There has been no real problem in the recruitment of teachers for Adult Homemaking Classes. Usually when a qualified teacher is employed, she remains in this employment for a number of years so that the turnover of teachers is never too great. Because of teacher-training courses being offered during the fall and winter months and at Fitchburg during the summer there has always been an adequate supply of qualified candidates available for employment by the local Boards of Control. Inasmuch as this type of work is of a part-time nature, many qualified homemakers are interested in receiving some added remuneration to supplement the family income.

Teacher-training courses were conducted in the following centers: Barnstable (30 clock hours), Canton (60 clock hours), Springfield (30 clock hours), Waltham (60 clock hours), and Fitchburg State College (60 clock hours).

PRACTICAL NURSE EDUCATION

OTHER HEALTH OCCUPATIONS

The Senior Supervisor acted as a coordinator for a national conference conducted by the Center for Vocational and Technical Education at the Ohio State University. This conference took place in Chicago, July 11 - 14, 1966, and was mainly concerned with developing the philosophy and function of a center for health occupations education.

In addition to these conferences, the supervisors attended as many local advisory committee meetings as possible. At these meetings the supervisors described the current developments in practical nurse education, other health occupations and attempted to assist with solutions of local problems. Encouragement was offered to each group to continue needed expansions of practical nurse programs and to develop other health occupations training to meet the needs of the community. The reactions from the local advisory group often indicate areas of need which are considered either in conferences with nurse coordinators, or at various faculty meetings. New interest in nurse aide and home health aide programs is evident.

Other groups with whom the supervisors have met are as follows: Regional Planning Committees have Joint Conference with representatives of Massachusetts Public Health Department; School Committees, Welfare Departments (local and State); Board of Registration in Nursing; Superintendents - conferences usually individual; Massachusetts Hospital Association - conferences as requested; Guidance Conferences; Boston College School of Nursing - Master's students; Boston University - Master's students; Professional Improvement Conference - staff; and Local Directors' Conference - speaker on panels.

The Supervisor is working with the Medical Sub-Committee (Health Career Committee) for Human Rights, ODWIN (Open Doors Wide in Nursing) Committee, and Upward Bound programs in the Greater Boston area. The major focus of these conferences and meetings is to plan and develop methods of approach in order to facilitate a meaningful exposure to health careers to the deprived youth within the Boston area. The supervisor spoke on Health Occupations training programs to approximately 40 secondary school students.

Materials, course outlines, obtained from the 1965 Curriculum Research Study group were reviewed and compiled by the state supervisors. Our main objective is to publish a State Guide for practical nurse education. At the present time this compilation of curriculum materials is to be edited by a curriculum consultant.

Specific programs such as that for preparation of Inhalation Therapists were written for the first time. Such curriculum content is for the use of teachers and students rather than widespread publication. Supervisors reviewed and commented on this curriculum.

As is customary, the professional improvement conference for faculty in practical nurse education and other health training programs was offered during the annual summer conference, conducted yearly during the last week of June with twenty-seven (27) participants. Incidental inservice education was offered on all supervisory visits to faculty members in the practical nurse programs and other health occupations training programs.

The major inservice education effort was at the Professional Improvement Conference in Fitchburg, June 1966. At this time consultants and resource personnel from the New York National League for Nursing, panels of teachers from vocational and other schools or universities, and other health educators participated by presenting material dealing with curriculum revisions and the amount of progress made in this direction. Field trips to Fort Devens and Educational Services, Inc., demonstrated other teaching methods.

Teacher-training is offered annually at the Fitchburg State College. The present plan for the home economics teachers and the new instructors in health fields for the 60 clock hour teacher-training is very successful, thus far. Revisions in the program are currently contemplated. Regional training centers might prove more adequate for State wide needs. At present housing is inferior at Fitchburg State College.

There are seventeen (17) post-secondary preparatory programs of practical nurse education established under the auspices of vocational education in Massachusetts. These programs are centered in the vocational schools of the state, with geographical distribution to provide easy access for commuting students. All utilize local hospital facilities. In addition, the newer programs obtain clinical experience for students in approved geriatric and chronic disease units. Curriculum changes and revision continues in all programs. The twelve month pilot program continues to progress. A method of evaluation is in the developmental stages. We hope to have a report on this twelve month program as quickly as possible.

The total number of programs includes the five conducted under Manpower Development and Training Act funds. The results of the licensure examinations indicates that out of 31 graduating from various schools, the vocationally funded programs rank from approximately first to sixteenth in the state.

Some of the programs continue to admit two classes a year. Because of the implementation of the curriculum requirements of the Board of Registration in Nursing increasing work loads, adequate clinical supervision, and lack of faculty, some of these programs admit only one class a year, with stronger intergrated class and clinical experience.

The national trend toward younger students is reflected in all of the classes. Many candidates are entering the September class following their graduation from high school.

Enrollment appears to be on the increase and requests for programs are in abundance. Despite these changes a continuous recruitment campaign and good publicity programs are necessary especially in more isolated areas and in newer programs.

Plans are developing for three more schools of practical nurse education utilizing MDTA funds. These will be located in Waltham, Quincy, and Framingham. There is a constant struggle to locate qualified personnel for instruction in the Health Occupations.

Other Health Occupations - At the present time in Massachusetts, there are five dental assistant programs, nine months in length, on a post-high school level; one in Springfield, North Adams, Boston, Worcester, and one at Northeastern School of Continuing Education in Boston. The latter three are funded from the Manpower Development and Training Act.

There are three surgical assistant programs; one in Springfield, another in Worcester, and a third in North Adams. The program consists of a combination of class and operating room experience and is approximately nine months in length including the internship period.

There are two medical laboratory assistant programs, one is ten months and the other is fifteen months in length, one in Springfield and one at Northeastern University under Manpower Development and Training Act funds. The program consists of a combination of class and laboratory experience, including the externship period.

There is a physical therapy assistant program in Springfield. This is a nine month program that includes the internship period.

There are two medical assistants programs, nine months in length, one in Springfield and the other in North Adams.

There is a Pilot Study Program for Inhalation Therapists in Springfield. This is a nine month program and three students have successfully completed the program this year.

The evening trade extension programs for Licensed Practical Nursing have continued in some of the more active centers. These include Springfield and Worcester. These programs are of great assistance in upgrading the practice of those already licensed.

The dental assistants had evening extension courses conducted in Springfield and Worcester.

Much time and effort has been and will be spent in the various programs in local curriculum changes. Curriculum outlines for the development of a basic guide for Practical Nurse Education obtained from the 1965 Curriculum Research Group Study were compiled and now are to be edited by a curriculum consultant.

The problem of recruitment of qualified nurse instructors become more acute as the number and size of programs increases. In endeavoring to open new sections, it is particularly difficult to maintain the same standards for qualifications of instructors. Colleges and universities are contacted, the Placement and Counseling Office of Massachusetts Nurses Association and Individual Referrals are accepted. This grows more acute yearly.

All candidates for teaching positions are interviewed personally and emphasis is placed on locating nurses who are sincerely interested in practical nurse education, as well as those who have the proper academic and professional background.

There are no formal research studies being conducted at present. Nurse faculty members of local programs constantly evaluate the on-going curricula and are revising plans in keeping with the findings. The usual five year follow-up studies are maintained regarding the licensed practical nurses. Therefore, the faculty members of the programs are aware of the stability and general work performance of the graduates. Results in licensure examinations are also studied in evaluation of programs. The Massachusetts Board of Registration has submitted a report of Candidate Attainment study in the Practical Nurse Licensure Examinations, Form 365. This study was to determine achievement in the areas of

(1) The "Why" of nursing including the purposes of nursing procedures and reasons for measures used.
(2) The "What and How To Do" of nursing including the selection of measures in terms of the specific needs of patients, exclusive of psychological aspects.

Formal research is limited by the scarcity of personnel who are adequately prepared for such activity. The number of nurses who possess adequate educational preparation is very small in Massachusetts.

In addition, present personnel are charged with the responsibility of developing and conducting new programs, plus expanding and improving on-going programs. This responsibility leaves little, if any, time for the thought of activity of sound research.

It is necessary to have basic research in the area of transfer of learning by students in order to truly evaluate the content and length of time needed in the program; also, to continue research on factors which lead to success in practical nursing. A better evaluation of the various pre-nursing aptitude tests currently available is necessary.

The total Practical Nurse programs is 17; Other Health Occupations - Dental Assistant, 5; Medical Assistant, 2; Surgical Assistant, 2; Medical Laboratory Assistant, 2; and Physical Therapy Assistant, 1. Enrollment for the day and evening courses totaled 1124. Five hundred and one graduated from these programs. Holding power is approximately 80%.

The nursing home owners, hospital administrators, members of the Physical Therapy Association, individuals from the Occupational Therapy units in Public Health have all conferred with supervisors in the Bureau of Vocational Education during the year.

A major portion of the Senior Supervisor's time is devoted to the interpretation of the Practical Nursing Program and Training for Other Health Occupations to other professional groups and the lay public.

In addition, both Supervisors have spoken at various meetings of Advisory Committees, Regional School Committees, Professional Nursing and Medical groups, and Graduations.

Information concerning the training for Health Occupations is supplied on request. Visitors to Massachusetts have come from Mississippi, South Carolina, and South America to observe the programs.

The program is based upon local needs and is conducted in accordance with the recommendations of local Advisory Committees and the needs of the region.

Programs in the major cities are attempting to expand to meet the needs of the localities. In Boston, Worcester, and Springfield, the Practical Nursing Programs have become centralized and use as many hospital agencies for the clinical experiences as necessary.

In the Springfield and Worcester areas, the facilities of hospitals which are not actually located in these cities have been used most effectively. The use of some of the smaller clinical facilities has proven successful in terms of the results of the graduates taking the State Licensure Examinations.

In the more isolated areas, programs continue to remain small, but have provided an adequate supply of licensed practical nurses for the areas they serve.

In the past five years and more recently with the passage of Medicare, there has been increasing emphasis on training for Health Occupations other than practical nursing. The needs of the hospitals and nursing homes are being analyzed more successfully and hospital administrators are becoming acquainted with the ability of Vocational Educators to supply training programs for these courses.

Examples of these are additional Dental Assistants programs now being planned, additional Medical Laboratory Assistant programs, expansion of training programs for Operating Room Assistants, implementing additional Physical Therapy Assistants programs, development and expansion of the experimental Inhalation Therapist program, and the contemplation of training for Occupational Therapy Assistants, Radiology Therapy Assistants, and Biomedical engineering technicians.

It is hoped that more high school curricula can be developed to provide exploratory experiences in the health fields such as nurse aide, dietitic aide, etc., in conjunction with a home economics core.

It is the opinion of the Supervisors that any legislation which deals with problems relating to the health and welfare of the community will affect the training programs in health occupations. Because of Medicare, the needs of the communities for trained personnel in health occupations will be more than tripled. As increased care is offered to patients with chronic diseases, to geriatric patients, psychiatric patients, to retarded children, etc., it will be necessary for the training for health occupations to continue to expand.

State Supervisor planned and executed the activities of the third North Atlantic Regional Conference for DECA held in Boston, November 5 and 6. Delegates from New York, Connecticut, New Hampshire, and Maine attended this two day Conference in Boston. The State Supervisor was responsible for organizing the State DECA Convention which was held in Boston on March 3rd. Seven hundred (700) DECA students attended this conference and fifty-five (55) merchants acted as judges of the contests as well as school officials who attended the largest State Conference to date. Twenty-four (24) contests were entered by members from thirty (30) clubs in Massachusetts. Workshops were held for those students who were not in active contests. Winners in the State competitions were invited to go to Chicago to enter National Contests. Fifty (50) DECA students and ten (10) teacher-coordinators attended the National Conference. One of the post-secondary distributive education students from Massachusetts was elected National Secretary-Treasurer of the DECA Organization in Chicago in May.

DECA Alumni members were most helpful during the Conference, they served on registration desks, acted as hosts and hostesses to invited school officials and merchants. The Director and Assistant Director of Vocational Education attended the luncheon and observed the projects done by the distributive education students. There were several Superintendents of Schools, High School Principals and Vocational Directors at the Conference. The Governor of the State signed the DECA Proclamation declaring the week of March 3rd as DECA week in Massachusetts. Much publicity was received on the activities of this large Conference.

The State Supervisor participated in meetings held at the University of Massachusetts for the purpose of organizing a teacher-training curriculum for distributive education to serve the New England states. Consultants representing several colleges who are responsible for the Teacher-Training programs in their respective colleges were in attendance. Also participating were representatives from the Federal Office and Directors from the New England States. Plans were discussed for the opening of a teacher-training program at the University of Massachusetts in September 1967.

In conjunction with this conference, the State Supervisor visited the following universities: Indiana, Purdue, Michigan State, Western Michigan to study the teacher-training program for distributive education which these schools were offering. A report on this study was submitted to the University of Massachusetts by the State Supervisor.

The Department of Commerce and the Boston Chamber of Commerce have been most helpful in promoting and sponsoring adult distributive education programs throughout the State.

At the annual Vocational Summer School Conference, a great deal of time was devoted to preparatory programs in Distributive Education, Extra-Curriculum - Method of Teaching - Reference Material and Visual Aids. Other areas covered at this conference were - Studies in Marketing Projects, i.e., "How to do a Marketing Research Project." Acceptable marketing projects for both the high school students and the post-high school programs were reviewed. Several display companies presented the type of equipment that should be used in a modern distributive education classroom.

A 60-clock hour teacher-training program for new distributive education teachers was held at the State College in Fitchburg from June 27 to July 8. Seventeen (17) teachers successfully completed this program and have been certified to teach distributive education in State-aided programs.

A 30-clock hour Professional Improvement course was offered at Fitchburg for the regularly employed distributive education teachers this past June. Nineteen (19) teachers were enrolled in this program. This Professional Improvement program is planned and executed each year by the State Supervisor of Distributive Education.

A distributive education teacher-training program will be offered at the University of Massachusetts starting in the Fall of 1967. It is planned to have an in-service teacher-training program at Amherst during the summer of 1967.

The program at the University of Massachusetts will enroll teachers from all of the New England States. Since the distributive education program in Massachusetts is expanding rapidly each year, it is very necessary to have a college where teachers can be trained and can be eventually placed, upon completion of the program. Also it will be a place where the distributive education curriculum can be revised and updated to meet the needs of business today. Research can also be undertaken on the University level in the field of distribution and marketing.

The Massachusetts Division of Employment Security and the Bureau of Vocational Education cooperated fully in the training of people for Pre-Christmas positions.

Nine hundred (900) men and women received instruction on "How to Sell." These trainees were all placed in the Peabody Shopping Center on Christmas jobs. A similar program was given at Northgate Shopping in Revere, Massachusetts. Four hundred (400) were trained and placed. Our distributive education teachers conducted training programs and the Division of Employment Security did the placement of these trainees.

In the City of Boston similar programs were offered and those who finished the training were placed in jobs in Boston stores. Thirteen (13) adult programs at Essex County Agricultural and Technical Institute were conducted including courses in Businessmen's Clinics, Stocks and Bonds, Insurance, Real Estate, etc.

An increase of 30% in the number of new Distributive Education programs to start in the fall of 1966 in Massachusetts makes it imperative to expand the teacher-training facilities to the University of Massachusetts for Distributive Education teachers.

Thirty (30) cooperative secondary programs were in operation in the State of Massachusetts with fifteen (15) preparatory programs offered in the junior year of high school.

There are two post-secondary distributive education programs in the State at Essex County Agricultural and Technical Institute. Thirty-eight (38) young men are enrolled. This is a program in mid-management training and prepares students for positions in the food industry. The candidates are screened carefully and the follow-up on these students is continuous, therefore, a well respected program is in operation at this school. All the leading food chain stores employ these young men. The wages range from $84.00 per week to $48.00 per week depending on hours worked. Next year, it is anticipated that the enrollment will be twice that of this year. The demand for these trainees is amazing. Total earnings for this year by students of the post-secondary class is approximately $60,000.

A new building at Essex County Agricultural and Technical Institute will be constructed for conducting courses in Marketing and Distribution.

Starting in September 1966 there will be added ten (10) new distributive education programs in Massachusetts. The following high schools are opening new programs in distributive education in September 1966:

Chelsea
Woburn
Rockland
Lynn
Northampton
Danvers
Leominster
North Attleboro
Chicopee Comprehensive High School
Essex County Agricultural & Technical Institute - another program added

A new program is being established in Lynn starting at Grade 10. No work experience is required by students in Grade 10, but they are being oriented to the field of marketing and distribution. The course is offered as an elective under Business Education in the 10th grade. Next year these students will go into Marketing I under a Distributive Education Coordinator certified by the State to teach this program. The following year, 12th grade will be a part-time cooperative program.

Enrollment in Cooperative High School Distributive Education program this year was 712 students. All these students were placed and their earnings amounted to $687,098.73. There were very few drop-outs. In the adult programs over 2,000 people were trained and placed on part-time work. Most of these were in the Pre-Christmas Training Program.

This year in Massachusetts, DECA Association held a drive for food, clothing and household wares for the distressed areas of Appalachia, Kentucky. Tons of materials, food, etc., was collected by the distributive education students at Peabody High School. Letters were sent out to every distributive education club in the State asking for contributions. Five (5) large trailor trucks filled with merchandise were shipped to Appalachia. Publicity was given to this worthwhile charitable work. Television cameras were very busy one day at Peabody High School.

Statler Hilton Hotel employed one of the distributive education boys from Malden distributive education program in the Chefs' Program. This boy is under the head chef at the Statler and is learning first hand the operation of food service. The hotel chain had a picture and article about this boy in its magazine. It is the first time a distributive education student in the United States has been taken in from a high school distributive education program for this superb training in food service. This young man's father operates a restaurant and he wants to take over the father's business after he is trained.

Grover Cronin's store in Waltham held an Open House for all Distributive Education graduates as well as graduates from Junior Colleges that specialize in Merchandising and Marketing Programs. Two distributive education students were interviewed and were selected to take the Junior Executive Training Program starting in August. Salary to be received for these trainees is $95.00 per week.

Programs are being offered to out-of-school youth, drop-outs, and to unemployed persons. Programs have been offered to people who wished to work in stores for Christmas.

Short unit programs were offered at Essex County Agricultural and Technical Institute in Insurance, Real Estate, Taxation and Salesmanship courses for those who operate Garden Cities or who desire more information on operating a small business.

OCCUPATIONAL INFORMATION AND VOCATIONAL GUIDANCE

The first meeting of the Vocational School Counselors was held at the Greater Lawrence Regional Vocational-Technical School. Because of the growth of Vocational Education in Massachusetts and the construction of new Regional Vocational-Technical Schools, the number of vocational school counselors in Massachusetts has reached thirty. Some directors of small schools without counselors and MDTA counselors attended so that fifty persons were at the meeting. The State Supervisor of Occupational Information and Vocational Guidance spoke and it was decided that the group should meet semi-annually because some of their problems differed from those discussed at the usual guidance associations to which all belonged.

Surveys and guidance programs have been completed and recommended for various secondary school programs as more particularly described at the end of this report under Pupil Personnel Services.

In the Guidance program, the counselors are recruited. There is a special counselor training program in conjunction with Fitchburg State College. Examinations are given to each applicant for a position in the vocational schools of Massachusetts.

A research program with the Vocational Counselors of the State to validate the selection processes using the DAT and the APT is progressing.

A follow-up study of placement of graduates of Vocational and Technical Education as part of the North Atlantic Survey.

Preparation of surveys, working with District Planning Committees and Superintendents of Schools, assisting with the preparation of an agreement, letter of transmittal, brochure, and in some cases an act for the legislature; assist with the selection of an architect and re-assessing the size and cost of proposed schools depending on various different alignments of communities for the surveys which explain their present status and are included in this report.

Adequate means of processing and approving programs in these fields is needed. The staff is inadequate at present for future program development. The final survey of cities and regions for vocational-technical schools will be completed early next year.

This year, the Bureau of Vocational Education funded two projects in Newton under P.L. 88-210. Each was in conjunction with the Division of Pupil Personnel Services of the Newton Public Schools. One studied a means for presenting occupational information to Junior High School non-college pupils and their parents and the second involved a follow-up study of the placement of non-college graduates. Both these projects lead into the $1.8 million dollar Harvard Graduate School of Education project funded under P. L. 88-210.

The Quincy project ABLE, funded by the American Institute for Research at nearly a million dollars, is a study in erecting a new Trade and Technical School, offering post-graduate courses in conjunction with the local public Junior College and presenting occupational courses in semi-

skills for the disadvantaged as well as a trade and industrial program that concentrates on clusters of trades. The many experimental inovations should be of interest to all concerned with vocational and technical education.

The Ford Foundation study of the Newton Trade and Technical School will be revealing in that the many opportunities in vocational education other than trade and technical work is stimulating and thinking of the project director and the Newton administrators. Many of these possibilities are the result of a guidance conference of Counselors, State Supervisors, Industrial Arts and Home Economics teachers of the Newton Public Schools sponsored jointly by the State through P. L. 88-210 funds, the Newton Public Schools, and the Ford Foundation.

Probably the outstanding feature of the State program is the progressive and experimental nature of the surveys recommending new vocational-technical schools in the state. New courses and new methods will influence the architectural plans for these structures. The attached schematic of such a school is an example.

Pupil personnel services can and should plan important roles in school district programs of compensatory education for disadvantaged pupils. The intent of such programs is the same as the primary purpose of pupil personnel - to facilitate the full development through education of each child and youth.

The pupil personnel services are "helping" services. They assist pupils in adjusting, progressing, and planning in school. They help teachers to understand pupil characteristics and potentialities related to education. They help parents to support the pupil's school progress. They assist school authorities in studying the educational needs, progress, and problems of individual pupils and of groups of pupils. They can contribute, from a variety of contacts and disciplines, to the continuous assessment and improvement of the school district's educational program.

As a school district plans and develops more adequate and effective programs to serve the particular needs of pupils who are culturally and economically disadvantaged or educationally handicapped, some of the provisions which might be considered in relation to the overall pupil personnel program are as follows:

1. The definite assignment of a qualified person to spend part or full time in the systemwide coordination and direction of the pupil personnel program, giving particular attention to the effective use of these services in assistance to disadvantaged children and their parents.

2. In-service education for all pupil personnel staff members in order: that they may know and understand better the needs and problems of the disadvantaged; that they may be well aware of and competent in using the most effective ways of assisting these pupils; and, that they may become more aware of the need for cooperative action in assistance to these pupils and their parents.

3. A program of weekly pupil personnel conferences for each school building in which administrator(s), one or more teachers, and pupil personnel workers discuss and plan for ways of meeting the needs and problems of individual pupils. This is a very effective activity for the in-service education and sensitization of faculty to the needs and problems of disadvantaged pupils.

4. A school system pupil personnel council including representation from administration, teaching and pupil personnel for discussion, on a monthly basis, or program development for the various services in the light of the needs and problems of pupils, giving particular attention to program planning for disadvantaged pupils.

5. Adequate clerical assistance to allow pupil personnel workers to spend their time and energy on professional tasks; and the physical facilities, equipment, and materials necessary for effective performance of pupil personnel activities with disadvantaged pupils and their parents.

6. A provision of consultative and supervisory assistance for the staff members of each pupil personnel service, by a competent and experienced professional in each discipline involved.

The assignment of qualified counselors to the development and conduct of elementary school guidance (including pre-kindergarten) activities for disadvantaged pupils and their parents.

School counselor time to provide for "saturation" of guidance and counseling services for disadvantaged pupils (one counselor for each 200 or 250 such pupils), including provisions for counseling in school guidance center, study center, employment certification, work-study, late afternoon, evening and summer situations.

School counselor time to provide for adequate guidance assistance to the parents of disadvantaged pupils, including individual interviews, home visits, and guidance activities for large and small groups.

A variety of group guidance activities in school and outside of school to acquaint disadvantaged pupils with wider and higher horizons for future careers, provide them with successful role models, inform them about, and orient them to higher educational levels, and provide them a chance to discuss their problems in relation to education and career planning.

Particular guidance and counseling attention given to help disadvantaged pupils in respect to college plans, admissions and financial aids, part-time and full-time job placement, and adequate attention given to follow-up and guidance assistance for dropouts and other out-of-school youth.

Adequate school health personnel time should be given to carry out the appropriate school health services for the disadvantaged pupils participating in regular school, pre-school, late afternoon, evening, Saturday, and summer programs. The greater needs among disadvantaged pupils for more extensive school health services suggest ratios of one school nurse-teacher for each 500 - 600, and one dental hygiene teacher for each 1000- 1200 such pupils.

Organization of the school health program for disadvantaged pupils to assure immediate identification of health problems and intensive follow-through activities including health counseling with the pupil, their parents, and when appropriate, with teachers and community agencies.

Under the supervision of certified school psychologists, and as a means of conserving and using more efficiently the presently limited available school psychologist manpower, develop and execute plans for utilization of other school personnel who can perform certain routine and time-consuming tasks which lead to evaluative, interpretive, and remedial action by certificated school psychologists.

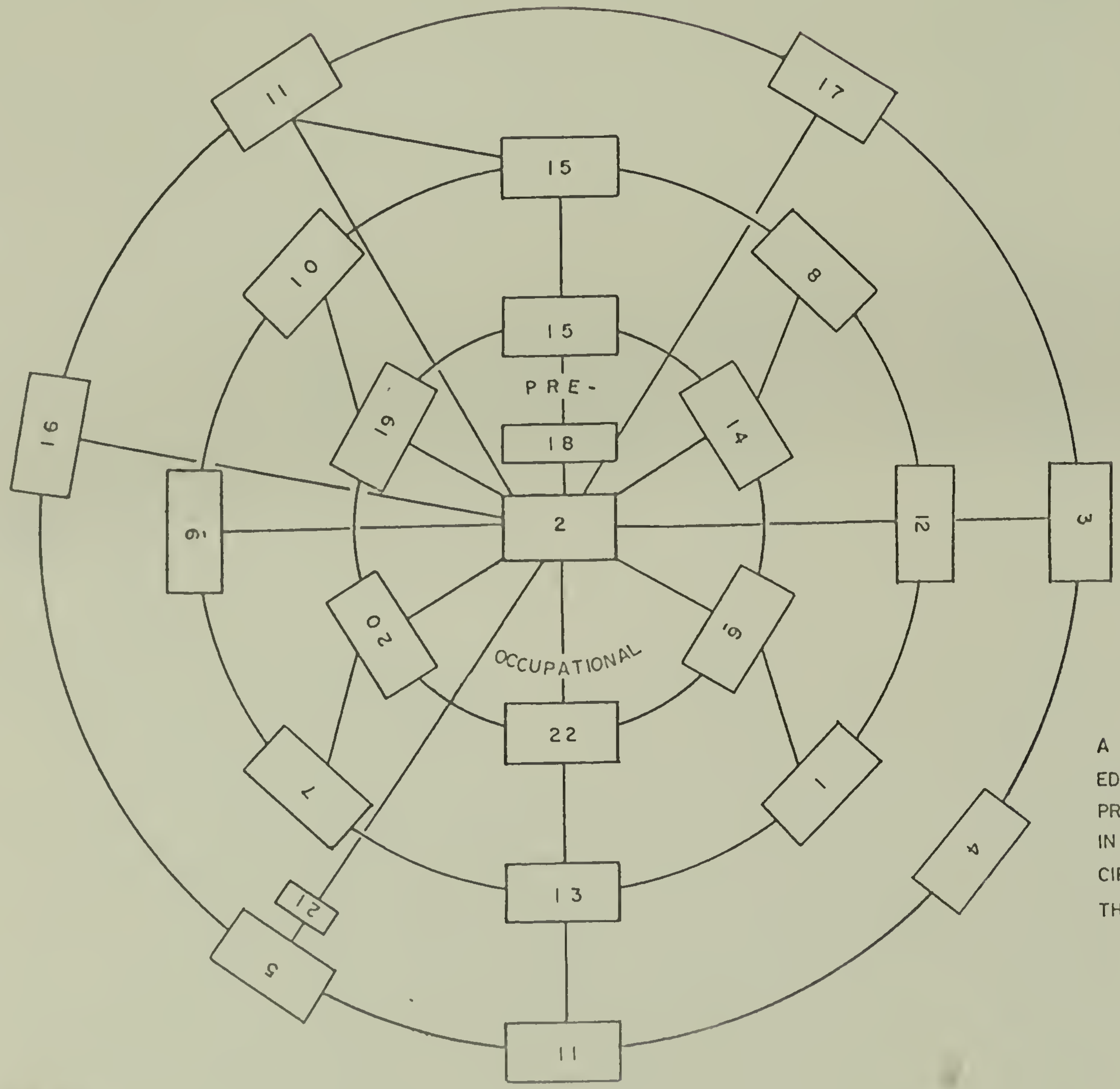
Establish realistic pupil-school psychologist ratios in order that adequate attention can be given to the educational needs of disadvantaged children as part of the regular school program, and in order to permit more extensive use of school psychologists as consultants to classroom teachers of the disadvantaged in the application of principles and practices of psychology to education.

At all grade levels, provide psychological examinations to disadvantaged children for the early identification of learning difficulties, including marked or severe reading problems, and as a basis for cooperative planning with other school staff for developmental or remedial programs of instruction.

School social worker service for direct assistance to disadvantaged pupils in overcoming social and emotional problems having adverse effects on their school adjustment and progress.

School social worker time for assistance to parents of disadvantaged pupils in locating community resources for needed help in solving problems affecting the school progress of their children.

SCHEMATIC OF BOSTON COMPLEX



1	DISTRIBUTIVE EDUCATION AND VOCATIONAL HOMEMAKING
2	ADMINISTRATIVE AND PUPIL PERSONNEL SERVICES
3	TEACHER RESOURCE TECHNOLOGY TRAINING
4	CENTRAL HEATING AND BOILER ROOM
5	CAFETERIA AND FOOD'S TRADES
6	GIRLS PRE - OCCUPATIONAL
7	ELECTRICAL - ELECTRONICS
8	CONSTRUCTION TRADES
9	TECHNICAL EDUCATION
10	METALS OCCUPATION
11	ACADEMIC BUILDING
12	HEALTH SERVICES
13	GRAPHIC ARTS
14	CONSTRUCTION
15	AUTOMOTIVE
16	AUDITORIUM
17	GYMNASIUM
18	LIBRARY
19	METALS
20	WIRING
21	FOODS
22	ARTS

A PLAN FOR A COMPLEX, OFFERING TRADE AND TECHNICAL EDUCATION, EMBRACING PRE-OCCUPATIONAL COURSES AND PRESENTING COURSES IN FOUR TRACKS, WITH MOVEMENTS IN AND OUT OF THE CIRCLES AS WELL AS ALONG THE CIRCUMFERENCES OF THE CIRCLES, TWELVE MONTHS OF THE YEAR FROM SUNRISE TO MIDNIGHT.

J. P. MORINE

ANNUAL REPORT

DIVISION OF RESEARCH AND STATISTICS

YEAR ENDING JUNE 30, 1966

INTRODUCTION

The 1966 Annual Report of the Division of Research and Statistics represents the final report of this Division under its present title. Beginning with the 1967 Annual Report, this Division will be known and referred to as the Division of Research and Development---one of five major Divisions in the Massachusetts Department of Education.

The Division, under its new title, will be headed by an Assistant Commissioner of Education. These changes have been recommended, among others, by a survey committee, that received the work of the Department of Education, and [illegible] adopted by the State Legislature.

It is hoped that with change, will come improvements in communication between local school systems and the Massachusetts Department of Education so that the Division of R & D can be of greater assistance in providing information of an educational nature to those requesting it.

RESEARCH UNIT

The first state-wide conference on educational research was held in the Fall of 1965 at Bedford High School. More than 200 educators were in attendance. Featured speakers were Dr. Lorne Woollet (?) Associate Commissioner, New York State Department of Education, and Dr. Glenn Boerrigter of the U. S. Office of Education. Both men discussed methods of preparing research proposals and were very well received.

A number of local school systems were assisted in the preparation of proposals for financial grants under the provisions of the Cooperative Research Act as administered by the U. S. Office of Education.

Communities submitting projects were:

- Mount Greylock Regional
- Springfield
- West Springfield
- Lexington
- Framingham
- Revere
- Weston
- Southern Berkshire
- Union 47
- Malden
- Union 1
- Bedford
- Needham
- Adams
- Hingham
- Brockton
- Billerica
- Winchester
- Cohasset

Panels on research were conducted at the spring conferences of superintendents and high school principals at Bridgewater and Framingham, respectively.

Interest in research on the part of individual school systems has increased greatly due to the assistance rendered by Dr. John Torosian of the Division's staff in aiding local educators prepare project proposals.

STATISTICAL UNIT

Chapter 14 of the Acts of 1966, as passed by the State Legislature on March 3, 1966, placed a tremendous burden on this Division and its staff members because an entirely new formula for the distribution of state aid monies to cities and towns based on educational statistics was introduced.

Even though the Division had computed the state aid based on the school year 1964-1965 for distribution in 1966, this new legislation cancelled all of this previous work. The state aid had to be completely recalculated and, even though much data was already on hand, more information had to be obtained from local school systems to complete the task. The new amounts were obtained and furnished to the State Tax Commission in approximately two months after passage of the legislation. The final total was within $1,000,000 of the original estimate.

Fortunately, the Division was able to rent computer time to complete the task.

The new formula has introduced new problems in data gathering. For the first time, the expenses for local education as borne by other municipal agencies must now be reported. Local municipal accountants had to be acquainted with this need for data and made to understand that there unwillingness to provide the data could result in less revenue for their communities. Inasmuch as this formula is an "effort" formula, all expenses of local education must be reported.

Some 20 workshops for local school personnel were held in all parts of the State during June. Local municipal accountants and their staffs were invited to attend.

Division staff members spoke at numerous superintendent round table groups across the state, explaining the new educational reimbursement formula. Liason with the State Tax Commission and the State Bureau of Accounts was maintained throughout the changeover from one state reimbursement law to the other.

Continuing the precedent established in the Fall of 1964, the statistical report requesting enrollment and census data was sent out in the Fall of 1965. The problem remains the same in that local school systems do not honor the request for data by previously determined deadlines. This makes it impossible to furnish data on Massachusetts school children to the U. S. Office of Education when it is requested. Only an estimate can be given until some type of penalty is assessed for non-compliance.

RESEARCH AND DEVELOPMENT CENTER

New England's first significant State education data processing-information center opened in June in the Slumberland Mattress building off Route 128 in Woburn, Massachusetts. This Center was made possible under Title V of the Elementary and Secondary Education Act of 1965.

A $160,000 grant for fiscal year 1966 has enabled the Division to rent an 8,000 square-foot floor area which is now housing the greater portion of the Division Personnel and all of the data processing equipment. A small office is maintained by the Division at 200 Newbury Street and the publication section remains on the ground floor at the above mentioned address.

The objectives of this project are to: (1) continue to define a uniform system of school records based on guidelines in Handbooks of the U. S. Office of Education; (2) install a sophisticated computer facility; (3) assist local school systems with record-keeping; (4) maintain a state research library; (5) conduct applied and experimental research; (6) provide internships for graduate students; (7) publish reports; (8) exchange ideas and results with other research organizations; (9) conduct in-service training workshops and seminars; and (10) have a Data Storage Bank in operation by July, 1968.

This long-awaited facility is expected to provide ready accessibility for in-depth studies of statistical data now on hand. It should eliminate the need for rental of computer time for complicated programs, such as state aid distribution.

Advisory Committee, Research and Statistics (Title X)

1965 - 1966

Miss Ruth Crowley
President, Massachusetts School
Secretaries' Association
Lynn Public Schools
Lynn, Massachusetts

Mr. Gerald F. Lambert
Coordinator, Federally-Aided
Educational Program
Massachusetts Department of Education
200 Newbury Street
Boston, Massachusetts

Dr. Thomas L. Rivard
Superintendent of Schools
Chelmsford Public Schools
Chelmsford, Massachusetts

Mr. John P. McGrail, Director
Division of Teacher Certification
and Placement
Massachusetts Department of Education
200 Newbury Street
Boston, Massachusetts

Dr. Everett G. Thistle, Director
Division of Elementary and Secondary
Education
Massachusetts Department of Education
200 Newbury Street
Boston, Massachusetts

Mr. William Curley
Head Administrative Assistant
School Building Assistance Commission
88 Broad Street
Boston, Massachusetts

Dr. Arthur Sullivan
Assistant Superintendent of Schools
Worcester Public Schools
Worcester, Massachusetts

Mr. Paul R. Langlois
Principal
Amherst Regional High School
Amherst, Massachusetts

Mr. Daniel Hogan, President
Massachusetts Junior High School
Principals' Association
Office of the Superintendent
Stoneham, Massachusetts

Mr. Clarence Blair, President
Elementary School Principals'
Association
c/o Plain School
Stockbridge, Massachusetts

Mr. Anthony R. Muscente
Superintendent of Schools
Easthampton Public Schools
Easthampton, Massachusetts

Mr. John F. Cavanaugh, President
Massachusetts Association of School
Business Officials
Framingham Public Schools
Framingham, Massachusetts

Mr. Walter Tierney
Superintendent of Buildings and
Grounds
Framingham Public Schools
Framingham, Massachusetts

Mr. Ralph Pino, President
Massachusetts School Attendance
Supervisors' Association
Gloucester Public Schools
Gloucester, Massachusetts

Mr. Raymond S. Dower, Jr., Director
Division of Research and Statistics
Massachusetts Department of Education
200 Newbury Street
Boston, Massachusetts

PERSONNEL

NEW MEMBERS

Henry Derouin, Director of Data Processing for the Danvers School System, joined the Division as a Supervisor in September, 1965 (?). A member of the Title X Advisory Committee for the past several years, Mr. Derouin will have responsibilities in the area of pupil accounting. Mr. Derouin has a Bachelor's Degree in Business Administration from Boston University and a Master's of Education Degree from Salem State College.

Richard Hollister, a Systems Analyst with several different business concerns, joined the Division as a Senior Supervisor in February, 1966 (?). Mr. Hollister has the responsibility for systems design of the various accounting programs for which the Division is responsible. He will also supervise the conversion of various machine and hand-written programs now on hand for use in the new computer facility. [illegible]

Richard Oakes and Gerald McGovern came to the Division as transportation auditors replacing Joseph Yannacci and Frank Davis.

PROMOTIONS

William Crowley	Assistant Supervisor to Supervisor
Leo Turo	Semi-Senior Field Accountant to Supervisor
Glenn Myers	Supervisor to Senior Supervisor

INSERT (above)

James Sullivan/came to the Division in place of Richard Carlson on ~~February~~ August 1, 1965. He terminated on February 28, 1966.

TITLE X ADVISORY COMMITTEE

Members of the state-wide Advisory Committee to the Division to aid in the improvement of data gathering during the year 1965-1966 were:

RECOMMENDATIONS

For the past several years a computer facility has been recommended as top priority in order for the Division to fulfill its mission of processing data in an expeditious manner. This facility has been assured and will be an actuality with the arrival of a computer in the Fall of 1966.

Serious problems remain, however. The finest computer facility possible to obtain is of little use unless data can be obtained by requested deadlines. It is impossible to furnish authenticated data for decision making when a significant number of school systems fail to file reports. Only estimates can be made and this certainly is less than satisfactory.

It is becoming more and more difficult to obtain qualified personnel to fill professional vacancies within the Division. Experienced educators come chiefly from local school systems. More and more school systems are able to match salaries offered to prospective candidates. It is difficult to compete against a nine-month year.

It is impossible to employ technical specialists such as programmers because they are in great demand by business and industry.

Higher grades in the state salary structure must be obtained in order that the positions in state service can be made attractive. Possessors of the doctorate, for example, can command equal or better salaries in the state college system and can receive additional income from extension class instruction.

If this Division is to have responsibility in the area of research, it must be able to attract [illegible] researchers possessing the doctorate to the staff. This cannot be done under the present salary structure.

S T A T I S T I C S

FINANCIAL REPORT OF THE DEPARTMENT OF EDUCATION

Fiscal Year Ended June 30, 1966

(From Massachusetts Financial Report
prepared by the Comptroller's Bureau)

GENERAL FUND

RECEIPTS BY DEPARTMENTS AND SOURCE FOR THE FISCAL YEAR ENDED JUNE 30, 1966

Department	Total Receipts	Taxes & Surtaxes	Fees, Fines & Penalties	Contributions & Assessments
EDUCATION:				
Board of Trustees of State Colleges	$ 1 760 343 48	$ -	$ 1 758 979 73	$ -
Adult Education and Extended Services Program	383 339 92	-	314 742 80	-
Division of the Blind	294 198 21	-	-	-
School Lunch Program	50 000 00	-	-	-
Training of Teachers for Vocational Schools	31 064 33	-	3 682 00	-
Education of Deaf, Blind and Aphasic Pupils	20 596 75	-	-	-
Education of Emotionally Disturbed Children	16 103 32	-	-	-
Library Bureau	3 808 00	-	3 808 00	-
Board of Education and Commissioner's Office	2 387 34	-	-	-
Division of Immigration and Americanization	864 29	-	-	-
Bureau of Teacher's Retirement	45 82	-	-	-
Schools and Colleges:				
University of Massachusetts	4 433 624 33	-	2 844 045 75	-
Massachusetts Maritime Academy	196 947 38	-	56 185 90	-
Massachusetts College of Art	103 551 11	-	102 688 00	-
State Colleges:				
Boston	758 225 24	-	752 704 37	-
Bridgewater	729 262 34	-	386 713 00	-
Fitchburg	729 080 46	-	325 601 90	-
Salem	519 776 39	-	477 588 00	-
Framingham	480 062 05	-	226 307 05	-
Worcester	296 199 13	-	293 642 00	-
Westfield	290 602 06	-	220 567 50	-
Lowell	229 442 57	-	222 179 75	-
North Adams	150 716 94	-	101 202 00	-
Technological Institutes:				
Lowell	784 341 62	-	748 429 16	10 000 00
Southeastern	488 531 92	-	466 285 02	20 000 00
Regional Community Colleges:				
Massachusetts Bay - Boston	391 494 33	-	391 225 00	-
Holyoke	343 428 37	-	341 061 23	-
Quinsigamond - Worcester	256 777 71	-	256 210 95	-
Berkshire - Pittsfield	231 971 93	-	231 446 80	-
Northern Essex - Haverhill	218 515 04	-	217 701 50	-
Cape Cod - Hyannis	171 363 00	-	170 752 45	-
North Shore - Beverly	171 225 42	-	171 225 42	-
Greenfield	136 294 40	-	134 863 00	-
Mt. Wachusett - Gardner	131 791 95	-	131 595 00	-
Massasoit - Brockton	3 020 00	-	3 020 00	-
Bristol - Fall River	1 637 00	-	1 637 00	-
Youth Service Board:				
Administration	31 118 42	-	-	-
Lyman School for Boys	16 318 95	-	-	-
Industrial School for Boys	16 032 77	-	-	-
Industrial School for Girls	8 099 51	-	-	-
Institute of Juvenile Guidance	2 095 57	-	-	-
Judge John J. Connelly Youth Center	1 335 00	-	-	-
Residential Treatment Unit, Oakdale	1 164 65	-	-	-
Reception and Detention Facilities for Girls	722 84	-	-	-
Youth Forestry Camp	285 00	-	-	-
Total	$ 14 887 806 86	$ -	$11 356 090 28	$ 30 000 00

GENERAL FUND

RECEIPTS BY DEPARTMENTS AND SOURCE FOR THE FISCAL YEAR ENDED JUNE 30, 1966

Interest & Income	Licenses & Permits	Reimbursement for Services	Rents	Sales	Federal Reimbursement	Miscellaneous
$ -	$ -	$ -	$ -	$ 1 236 25	$ -	$ 127 50
-	3 770 00	-	-	29 529 03	35 000 00	298 09
-	11 00	30 141 40	-	263 108 31	-	937 50
-	-	50 000 00	-	-	-	-
-	-	15 941 50	-	-	11 440 83	-
-	-	20 596 75	-	-	-	-
-	-	16 103 32	-	-	-	-
-	-	-	-	-	-	-
-	1 700 00	-	116 20	397 00	-	174 14
-	-	-	-	-	-	864 29
-	-	-	-	-	-	45 82
-	164 00	188 628 75	1 134 177 05	99 151 74	1 998 61	165 458 43
-	-	195 00	187 37	-	135 078 00	5 301 11
-	-	-	112 11	731 00	10 00	10 00
-	-	-	852 28	4 500 15	112 04	56 40
-	-	335 180 24	3 250 62	2 855 91	1 261 52	1 05
-	-	399 547 59	1 114 32	1 920 85	66 00	829 80
-	-	37 646 94	2 299 89	2 150 00	82 00	9 56
-	-	247 997 48	3 959 07	1 351 22	-	447 23
-	-	-	749 50	1 632 00	35 00	140 63
-	-	68 277 80	1 267 26	441 50	48 00	-
-	-	-	6 838 32	379 00	43 00	2 50
-	-	46 857 78	1 290 41	796 00	48 00	522 75
-	-	-	7 890 23	3 257 11	166 00	14 599 12
-	-	176 00	1 191 25	776 65	70 00	33 00
-	-	-	269 33	-	-	-
-	-	-	1 740 14	627 00	-	-
-	-	-	138 76	390 00	-	38 00
-	-	-	112 13	413 00	-	-
-	-	-	72 04	741 50	-	-
-	-	-	46 05	342 00	-	222 50
-	-	-	-	-	-	-
-	-	-	45 16	164 00	-	1 222 24
-	-	-	13 25	128 00	-	55 70
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	30 080 10	-	-	-	1 038 32
-	-	4 518 00	8 873 33	554 17	-	2 373 45
-	-	2 742 00	11 849 04	307 04	-	1 134 69
-	-	3 976 50	3 460 40	210 26	-	452 35
-	-	714 00	846 00	-	-	535 57
-	-	1 335 00	-	-	-	-
-	-	777 00	383 40	4 25	-	-
-	-	393 00	-	-	-	329 84
-	-	285 00	-	-	-	-
$ -	$ 5 645 00	$ 1 502 111 15	$1 193 144 91	$ 418 094 94	$ 185 459 00	$ 197 261 58

GENERAL FUND

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1966

		Appropriations	Other Credits	Total Credits	Expenditures	Encumbrances Continuing Appropriations	Unencumbered Balances
1300	DEPARTMENT OF EDUCATION						
	Administrative Expenses of Various Boards, Divisions and the Commissioner's Office						
01-02	Expenses	$ 708 500 00	$ -	$ 708 500 00	$ 692 680 18	$ -	$ 15 819 82
	Board of Education & Commissioner's Office						
01	Commissioner's salary	27 500 00	-	27 500 00	27 500 00	-	-
34	Board of Education, administration	300 000 00	-	300 000 00	-	6 522 64	293 477 36 R
20	Board of Education, expenses	12 413 00	-	12 413 00	10 984 14	-	1 428 86
13	Nat'l Council of State School Officers	2 000 00	-	2 000 00	2 000 00	-	-
32	Children of certain veterans	500 000 00	317 966 71 A	817 966 71	295 491 59	-	522 475 12 R
	Advisory Council on Education						
36	Expenses	50 000 00	-	50 000 00	2 560 70	-	47 439 30 R
	Division of Administration & Personnel						
05	Advisory Comm. - academically talented pupils	2 000 00	-	2 000 00	200 00	-	1 800 00
10	Maintenance - Newbury Street building	48 377 00	-	48 377 00	47 002 95	-	1 374 05
19-01	Bureau of Teachers' Retirement	194 638 00	-	194 638 00	189 475 79	-	5 162 21
02	Retirement assessments, military service	1 578 00	-	1 578 00	1 388 00	-	190 00
	Division of Curriculum & Instruction						
13-01	Adult education & extended services program	310 700 00	379 454 95 F	690 154 95	670 425 43	-	19 729 52
16-01	Library Bureau	179 467 00	-	179 467 00	161 141 73	-	18 325 27
07-01	Training teachers for vocational schools	159 395 00	-	159 395 00	129 967 09	-	29 427 91
01-07	Teachers' Institutes	1 200 00	-	1 200 00	799 44	-	400 56
23	Printing school curricula guides	7 000 00	-	7 000 00	-	-	7 000 00
11-01	Education of deaf, blind & aphasic pupils	3 100 000 00	681 409 26 A	3 781 409 26	3 252 031 43	3 270 55	526 107 28 R
02	Education of emotionally disturbed children	3 450 000 00	43 281 12 A	3 493 281 12	3 388 613 23	-	104 667 89 R
01-29	Sight saving classes program	2 000 00	-	2 000 00	1 998 44	-	1 56
16	Special programs - disadvantaged children	25 000 00	46 650 50 A	71 650 50	34 762 09	14 034 51	22 853 90 R
17	Special prog. - academically talented children	25 000 00	48 036 23 A	73 036 23	39 257 77	26 299 45	7 479 01 R
	Division of School Facilities and Related Services						
93-01	School Building Assistance Bureau	100 582 00	-	100 582 00	92 458 51	-	8 123 49
05-01	School Lunch Program, administration	222 183 00	-	222 183 00	217 811 67	-	4 371 33
05	School Lunch Program, partial assistance	480 949 00	66 243 76 A	547 192 76	546 684 10	508 66	-
01-06	Printing school registers & blanks	9 000 00	-	9 000 00	8 726 93	-	273 07
	Division of State & Federal Assistance						
04	Matching fds. - Nat'l Defense Educ. Act 1958 (total of 1301-90 allocated accounts)	235 500 00	176 380 24 A	411 880 24	268 933 05	9 225 70	133 721 49 R
17-01	Gen'l adminis. & instruction of adult blind	436 284 00	-	436 284 00	376 731 40	-	59 552 60
08	Aid to the adult blind	2 650 000 00	25 447 00 A	2 675 447 00	2 617 887 72	31 719 11	25 840 17 R

GENERAL FUND

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1966

		Appropriations	Other Credits	Total Credits	Expenditures	Encumbrances Continuing Appropriations	Unencumbered Balances
	1300 DEPARTMENT OF EDUCATION						
	Division of State & Federal Assistance						
17-10	Service of piano tuning	$ 33 000 00	$ -	$ 33 000 00	$ 31 693 40	$ -	$ 1 306 60
11	Local shops	284 831 00	-	284 831 00	252 052 98	-	32 778 02
15	Salesroom operation	47 527 00	-	47 527 00	47 353 44	-	173 56
16	Cambridge Industries	511 654 00	-	511 654 00	501 506 48	-	10 147 52
18	Retirement grants - blind persons	48 000 00	-	48 000 00	37 713 39	-	10 286 61
28	Promotion of vocational rehabilitation	181 000 00	59 651 48 A	240 651 48	193 724 04	37 517 66	9 409 78 R
07-02	Surplus Property Agency - personal services	15 018 00	-	15 018 00	10 842 00	-	4 176 00
	Board of Higher Education						
01-35	Administration	50 000 00	-	50 000 00	778 77	1 417 25	47 803 98 R
94-01	Scholarship aid program, expenses (See also account 0479-01)	14 363 00	-	14 363 00	14 076 68	-	286 32
02	Scholarships - other than at Univ. of Mass.	400 000 00	3 207 19 A	403 207 19	401 349 44	-	1 857 75
03	Scholarships - other than at State College, Fitchburg	15 000 00	-	15 000 00	5 400 00	-	9 600 00
01-15	Advisory Board of Higher Education Policy	24 347 00	-	24 347 00	7 555 98	-	16 791 02
33	Educational services - war veterans	32 492 00	-	32 492 00	25 106 60	-	7 385 40
25	Board of Collegiate Authority	400 00	-	400 00	187 00	-	213 00
15-01	Div. of Immigration & Americanization	121 950 00	-	121 950 00	121 431 50	-	518 50
	Board of Trustees of State Colleges						
29-01	Administration	139 083 00	-	139 083 00	137 522 81	-	1 560 19
02	Program of continuing studies	6 500 00	1 500 000 00 F	1 506 500 00	1 505 804 44	-	695 56
03	Aid to certain pupils - state colleges	4 000 00	-	4 000 00	4 000 00	-	-
10	Data processing program	65 000 00	-	65 000 00	64 942 77	-	57 23
	State College - Bridgewater						
30-01	Maintenance	1 717 100 00	770 00 B	1 717 870 00	1 717 268 49	-	601 51
02	Const. - central power plt. & imp. util. dist. sys.	-	95 000 00 A	95 000 00	83 414 95	10 484 61	1 100 44 R
21	Boarding hall, maintenance	300 750 00	-	300 750 00	297 850 44	-	2 899 56
22	Grading & removal of material, athletic field	109 000 00	-	109 000 00	52 861 04	41 714 50	14 424 46 R
	State College - Fitchburg						
31-01	Maintenance	1 326 009 00	3 214 00 B	1 329 223 00	1 329 132 66	-	90 34
02	Community College Program	56 376 00	-	56 376 00	56 364 92	-	11 08
10	Scholarships	10 000 00	-	10 000 00	10 000 00	-	-
21	Boarding hall, maintenance	163 565 00	-	163 565 00	163 377 88	-	187 12
	State College - Framingham						
32-01	Maintenance	927 346 00	-	927 346 00	927 258 98	-	87 02
21	Boarding hall, maintenance	277 700 00	-	277 700 00	277 693 12	-	6 88
	State College - Lowell						
33-01	Maintenance	737 720 00	-	737 720 00	737 569 36	-	150 64
21	Boarding hall, maintenance	16 790 00	-	16 790 00	16 790 00	-	-
	State College - North Adams						
34-01	Maintenance	473 201 00	-	473 201 00	472 280 95	-	920 05
21	Boarding hall, maintenance	54 440 00	-	54 440 00	48 825 91	-	5 614 09
35-01	State College - Salem, maintenance	1 543 961 00	-	1 543 961 00	1 543 809 91	-	151 09
	State College - Westfield						
36-01	Maintenance	788 279 00	-	788 279 00	788 159 97	-	119 03
21	Baording hall, maintenance	43 255 00	-	43 255 00	43 251 74	-	3 26

37-01	State College - Worcester, maintenance	1 067 350 00	-	1 067 350 00	1 065 452 11	-	1 897 89
	State College - Boston						
38-01	Maintenance	2 049 780 00	1 085 00 B	2 050 865 00	2 050 083 04	-	781 96
05	Trimester Program	180 000 00	40 000 00 A	220 000 00	219 793 42	-	206 58
39-01	Massachusetts College of Art, maint.	460 425 00	-	460 425 00	460 415 55	-	9 45
	Massachusetts Maritime Academy						
40-01	Maintenance of Academy and Ship	568 486 00	-	568 486 00	556 285 91	-	12 200 09
	Lowell Technological Institute of Mass.						
45-01	Maintenance	2 608 000 00	-	2 608 000 00	2 574 902 29	-	33 097 71
22	Science Program	5 000 00	-	5 000 00	4 759 84	-	240 16
42	Scholarships	17 500 00	-	17 500 00	17 500 00	-	-
80	Summer school	-	77 552 30 A 117 528 69 F	195 080 99	97 281 34	2 233 62	95 566 03 R
	Southeastern Mass. Technological Institute						
47-01	Maintenance	1 886 950 00	-	1 886 950 00	1 877 007 10	-	9 942 90
10	Scholarships	10 000 00	-	10 000 00	10 000 00	-	-
80	Summer school	-	12 103 99 A 56 473 09 F	68 577 08	26 615 20	506 08	41 455 80 R
	University of Massachusetts						
50-01	Maintenance	20 882 012 00	7 286 00 B	20 889 298 00	20 721 601 93	-	167 696 07
02	Boston - maintenance	1 160 649 00	-	1 160 649 00	1 137 790 74	-	22 858 26
21	Research projects, expenses	-	93 428 98 A 20 243 36 F	113 672 34	21 435 79	1 428 23	90 808 32 R
35	Entertainment	1 000 00	-	1 000 00	1 000 00	-	-
36	Rental fee - President's house	1 200 00	-	1 200 00	1 200 00	-	-
37	Medical School, plans	-	100 000 00 A	100 000 00	100 000 00	-	-
38	Medical School, Worcester, employment of a dean, personnel, & certain expenses	100 000 00	92 122 97 A	192 122 97	95 877 38	96 071 32	174 27 R
39	Facilities in or in vicinity of Boston	-	1 585 533 79 A	1 585 533 79	1 584 401 13	-	1 132 66
70	Senior Internship Program	35 000 00	-	35 000 00	35 000 00	-	-
71	Legislative Internship Program	9 000 00	-	9 000 00	9 000 00	-	-
96	Commonwealth scholarships	396 400 00	-	396 400 00	396 224 10	-	175 90
60-01	Mass. Bd. of regional Comm. Coll. - adminis.	74 824 00	-	74 824 00	74 781 66	-	42 34
	Mass. Bay Community College - Boston						
61-00	Administration	942 240 00	-	942 240 00	939 068 44	-	3 171 56
80	Summer school	-	27 778 96 A 61 012 00 F	88 790 96	38 175 42	861 01	49 754 53 R
90	Evening classes	-	27 911 13 A 83 477 00 F	111 388 13	84 513 38	1 165 97	25 708 78 R
	Northern Essex Comm. College - Haverhill						
62-00	Administration	355 240 00	-	355 240 00	355 083 19	-	156 81
80	Summer school	-	3 043 77 A 27 723 00 F	30 766 77	9 048 25	36 17	21 682 35 R
90	Evening classes	-	4 937 28 A 38 426 50 F	43 363 78	28 965 04	3 609 78	10 788 96 R
	Cape Cod Community College - Hyannis						
63-00	Administration	305 484 00	-	305 484 00	305 470 18	-	13 82
80	Summer school	-	10 300 39 A 25 974 50 F	36 274 89	15 023 75	105 79	21 145 35 R
90	Evening classes	-	7 235 79 A 33 707 95 F	40 943 74	34 671 30	-	6 272 44 R
	Berkshire Community College - Pittsfield						
64-00	Administration	348 500 00	-	348 500 00	348 348 89	-	151 11
80	Summer school	-	12 468 64 A 24 562 60 F	37 031 24	11 228 77	22 47	25 780 00 R
90	Evening classes	-	3 044 20 A 77 042 70 F	80 086 90	70 063 00	7 239 35	2 784 55 R

GENERAL FUND

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1966

		Appropriations	Other Credits	Total Credits	Expenditures	Encumbrances Continuing Appropriations	Unencumbered Balances
1300	DEPARTMENT OF EDUCATION						
	Quinsigamond Comm. Coll. - Worcester						
65-00	Administration	$ 390 370 00	$ -	$ 390 370 00	$ 390 349 15	$ -	$ 20 85
80	Summer school	-	20 922 15 A 48 568 00 F	69 490 15	41 963 39	138 00	27 388 76 R
90	Evening classes	-	3 194 06 A 51 119 25 F	54 313 31	47 803 58	-	6 509 73 R
	Greenfield Community College - Greenfield						
66-00	Administration	249 156 00	-	249 156 00	249 139 57	-	16 43
80	Summer school	-	13 261 30 A 20 590 50 F	33 851 80	14 538 56	1 167 51	18 145 73 R
90	Evening classes	-	4 202 84 A 15 754 50 F	19 957 34	17 672 20	400 22	1 884 92 R
	Holyoke Community College - Holyoke						
67-00	Administration	429 127 00	-	429 127 00	428 954 03	-	172 97
80	Summer school	-	14 991 70 A 46 074 00 F	61 065 70	29 332 64	418 70	31 314 36 R
90	Evening classes	-	20 261 22 A 106 742 23 F	127 003 45	106 704 45	1 080 10	19 218 90 R
	Mt. Wachusett Comm. College - Gardner						
68-00	Administration	219 125 00	-	219 125 00	218 801 49	-	323 51
80	Summer school	-	3 865 00 A 7 277 00 F	11 142 00	6 085 56	-	5 056 44 R
90	Evening classes	-	17 896 00 F	17 896 00	15 739 35	-	2 156 65 R
69-00	Massasoit Community College - Brockton	-	20 000 00 A	20 000 00	19 970 94	-	29 06
	North Shore Comm. College - Beverly						
70-00	Administration	162 536 00	-	162 536 00	162 506 63	-	29 37
80	Summer school	-	16 641 00 F	16 641 00	-	67 30	16 573 70 R
90	Evening classes	-	82 002 30 F	82 002 30	62 821 76	171 10	19 009 44 R
72-00	Bristol Community College - Fall River	15 000 00	-	15 000 00	7 670 47	7 317 09	12 44 R
	Division of Youth Service						
80-01	Youth Service Board - administration	1 478 673 00	-	1 478 673 00	1 477 684 96	-	988 04
81-01	Industrial School for Boys - maintenance	910 960 00	-	910 960 00	869 798 16	-	41 161 84
82-01	Industrial School for Girls - maintenance	616 750 00	-	616 750 00	616 569 55	-	180 45
83-01	Lyman School for Boys - maintenance	1 119 860 00	-	1 119 860 00	1 077 968 52	-	41 891 48
84-01	Judge John J. Connelly Youth Center - maint.	482 016 00	-	482 016 00	470 558 32	-	11 457 68
85-01	Institute of Juvenile Guidance - maintenance	406 160 00	-	406 160 00	394 901 25	-	11 258 75
86-01	Recep. & deten. facilities for girls, Boston	224 921 00	-	224 921 00	224 811 56	-	109 44
87-01	Detention center - Hampden Cty., maint.	134 188 00	-	134 188 00	133 890 10	-	297 90
88-01	Residential treatment ctr., Oakdale, maint.	218 273 00	-	218 273 00	217 930 47	-	342 53
89-01	Detention center - Worcester County, maint.	148 865 00	-	148 865 00	148 827 32	-	37 68
90-01	Stephen L. French youth forestry camp, maint.	90 590 00	-	90 590 00	90 506 60	-	83 40
	TOTAL	$64 542 533 00	$ 6 632 080 07	$71 174 613 07	$67 928 034 14	$ 306 754 45	$ 2 295 992 63 R 643 831 85

GENERAL FUND

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1966

		Appropriations	Other Credits	Total Credits	Expenditures	Encumbrances Continuing Appropriations	Unencumbered Balances
2600	STATE AID TO CITIES AND TOWNS						
	Department of Education						
13-03	School superintendents in small towns	219 999 75	25 A	220 000 00	220 000 00	-	-
04	Transportation of pupils	9 400 000 00	1 21 A	9 400 001 21	9 339 870 99 60 130 22 a	-	-
05	Vocational education	7 090 233 90	98 A	7 090 234 88	7 090 234 88	-	-
06	Adult English speaking classes	95 934 82	15 A	95 934 97	95 934 97	-	-
07	Outside schools transportation	421 955 00	7 886 50 A	429 841 50	207 650 46 222 191 04 a	-	-
08	School Building Assistance Bureau - Construction of school projects	23 425 000 00	42 766 07 A	23 467 766 07	22 117 976 46 1 349 789 61 a	-	-
09	School lunch program - partial assistance	3 402 095 00	411 535 06 A	3 813 630 06	3 713 624 99 100 005 07 a	-	-
10	Education of deaf and blind pupils	99 061 48	19 078 03 A	118 139 51	118 139 51	-	-
11	Pensions to retired teachers	3 680 935 67	29 002 93 A	3 709 938 60	3 709 938 60	-	-
	Department of Education Division of Youth Service						
13-12	Tuition of public schools	$ 11 680 43	$ -	$ 11 680 43	$ 11 680 43	$ -	$ -
13	Delinquency prevention programs	31 416 66	-	31 416 66	31 416 66	-	-
17	Teachers' Retirement Board - retirement system - State's share	10 640 700 30	1 064 936 79 A 6 486 52 F	11 712 123 61	11 712 123 61	-	-
18	Library Bureau - regional public libraries	-	153 127 20 A	153 127 20	153 127 20	-	-
19	Junior colleges - extended courses	58 000 00	2 989 97	60 989 97	60 989 97	-	-
20	Public libraries	30 000 00	-	30 000 00	13 338 37 16 661 63 a	-	-

LOCAL AID FUND

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1966

(See also 2600 series in the General Fund.)

3000		Appropriations	Other Credits	Total Credits	Expenditures	Encumbrances Continuing Appropriations	Unencumbered Balances
	Department of Education						
13-01	Transportation of pupils	-	60 130 22 J	60 130 22	-	-	60 130 22 R
02	Outside schools transportation	-	222 191 04 J	222 191 04	222 024 21	-	166 83 R
03	Construction of school projects	-	1 349 789 61 J	1 349 789 61	-	750 250 53	599 539 08 R
04	School lunch program - partial assistance	-	100 005 07 J	100 005 07	-	100 005 07	-
05	Education of deaf and blind pupils	40 938 52	-	40 938 52	-	-	40 938 52 R
	Bureau of Teachers' Retirement						
06	Pensions to retired teachers	4 068 938 33	-	4 068 938 33	3 919 064 33	-	149 874 00 R
07	Retirement system - State's share	10 609 299 70	780 077 73 F	11 389 377 43	11 374 044 34	-	15 333 09 R
08	Regional public libraries	71 000 00	146 321 33 A	217 321 33	139 774 89	-	77 546 44 R
09	Public libraries	1 240 000 00	6 641 41 A 16 661 63 J	1 263 303 04	1 246 641 41	-	16 661 63 R
12	Children of employed mothers	5 000 00	33 A	5 000 33	5 000 00	-	33
13	School superintendents in small towns	17 777 25	-	17 777 25	17 776 95	-	30
14	Agricultural & industrial vocational schools	7 576 619 10	-	7 576 619 10	7 576 413 37	-	205 73
15	Adult English speaking classes	24 065 18	-	24 065 18	22 151 13	-	1 914 05
	Division of Youth Service						
50	Tuition & transportation - public schools	7 819 57	-	7 819 57	-	319 57	7 500 00 R
51	Delinquency prevention programs	60 103 34	-	60 103 34	24 936 66	35 166 68	-
52	School adjustment counsellors	446 772 00	6 377 92 A	453 149 92	453 149 08	-	84

STATEMENT XXIX

FEDERAL GRANTS

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1966

		July 1, 1965 Balance	Receipts	Total Credits	Total Charges	Encumbrances Continuing Appropriations	Unencumbered Balances
	4100						
	Department of Education						
	Library Bureau						
46-00	Public library building construction	-	425 253 00	425 253 00	348 337 00	16 025 00	60 891 00 R
52-00	Public library services	152 327 40	774 997 00	927 324 40	377 653 69	321 855 04	227 815 67 R
	Division of Vocational Education						
47-01	Manpower development & training - adminis.	34 566 56	77 590 00	112 156 56	68 550 31	11 780 58	31 825 67 R
02	M. D. T. A. metro-rural project	-	30 500 00	30 500 00	5 411 00	-	25 089 00 R
03	M. D. T. A. training program	837 930 51	3 053 294 66	3 891 225 17	3 406 958 92	-	484 266 25 R
49-00	A. R. A. retraining program	33 044 00	7 554 00	40 598 00	40 523 00	-	-
					75 00 a		
59-00	Training - teachers of handicapped children	7 600 00	84 800 00	92 400 00	81 100 00	-	11 300 00 R
61-00	Smith-Hughes and Barden Acts	2 027 605 94	5 370 464 61	7 398 070 55	6 175 714 30	11 477 41	1 210 878 84 R
63-00	Science Workshop Center	2 788 17	-	2 788 17	-	-	2 788 17 R
	National Defense Education Act						
50-00	Area vocational education program	04	-	04	-	-	04 R
51-00	Miscellaneous provisions	7 071 80	50 000 00	57 071 80	49 515 72	3 697 07	3 859 01 R
53-00	Acquisition of equipment & remodeling	370 845 03	1 220 862 00	1 591 707 03	1 315 375 52	-	276 331 51 R
54-00	Supervision & administration - State plan	23 876 17	135 000 00	158 876 17	147 525 70	4 137 67	7 212 80 R
55-00	Guidance, counseling & testing program	58 765 09	630 157 00	688 922 09	370 104 27	3 339 33	315 478 49 R
	Aid to the Blind						
56-00	Administration	7 491 45	195 006 06	202 497 51	172 814 05	562 00	29 121 46 R
57-00	Grants in aid	20 438 36	1 283 695 00	1 304 133 36	1 287 517 00	-	16 616 36 R
58-01	Vocational rehabilitation	29 042 84	378 203 57	407 246 41	289 030 42	83 582 43	34 633 56 R
	Office of School Lunch Program						
60-00	Special milk program	106 842 48	3 231 700 90	3 338 543 38	3 312 297 57	-	26 245 81 R
62-00	Community school lunch program	-	3 014 351 00	3 014 351 00	3 014 351 00	-	-
02	Special assistance funds	-	20 006 10	20 006 10	19 672 20	-	333 90 R
	University of Massachusetts						
65-00	Agricultural extension work	-	601 570 84	601 570 84	601 570 84	-	-
67-00	Agricultural marketing research	-	55 098 68	55 098 68	55 098 68	-	-
68-00	Rural civil defense	-	15 688 65	15 688 65	15 688 65	-	-

FEDERAL GRANTS

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1966

		July 1, 1965 Balance	Receipts	Total Credits	Total Charges	Encumbrances Continuing Appropriations	Unencumbered Balances
	4200						
	Department of Education						
	Lowell Technological Institute						
83-00	Training in radiological health	23 646 73	44 734 00	68 380 73	38 928 77	4 133 64	25 318 32 R
84-00	College work study program	-	30 164 11	30 164 11	2 083 89	-	28 080 22 R
85-00	Polymerization of monolayers absorbed on sodium montmorillonite	-	21 000 00	21 000 00	9 520 29	1 202 20	10 277 51 R
86-00	Two graduate traineeships in engineering, mathematical & physical sciences	-	10 356 00	10 356 00	7 297 94	-	3 058 06 R
87-01	Research participation for college teachers	-	2 000 00	2 000 00	800 00	-	1 200 00 R
	Greenfield Community College						
90-00	Undergraduate instr. scientific equipment prog.	841 84	-	841 84	832 39	9 45	-
	Holyoke Community College						
92-01	College work study program	-	5 400 00	5 400 00	5 400 00	-	-
	Miscellaneous						
52-00	Endowment of colleges	-	322 375 97	322 375 97	322 375 97	-	-
55-00	Federal nursery production	3 08	-	3 08	-	-	3 08 R

FEDERAL GRANTS

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1966

		July 1, 1965 Balance	Receipts	Total Credits	Total Charges	Encumbrances Continuing Appropriations	Unencumbered Balances
	4300						
	Department of Education						
	University of Massachusetts						
21-00	Goessmann Chem. Lab. - research equipment	13 600 00	136 400 00	150 000 00	150 000 00	-	-
	Morrill Science Center						
23-00	Bacteriology & zoology - constr. & fixed equip.	-	40 709 00	40 709 00	-	-	40 709 00 R
24-00	Bacteriology & zoology - movable equipment	-	16 329 00	16 329 00	-	-	16 329 00 R
27-00	Fac. - research & graduate training - equipment	21 800 00	-	21 800 00	-	-	21 800 00 R
	Graduate Research in Food Science						
25-00	Remodel bldg. & constr. structure-constr. & equip.	104 419 55	-	104 419 55	87 898 80	16 520 75	-
26-00	Remodel bldg. & constr. structure-lab. apparatus	30 263 40	-	30 263 40	29 166 98	-	1 096 42 R
	Research in Avian Biology						
28-00	Fac. for graduate level - constr. & furnishings	123 425 00	-	123 425 00	40 483 39	82 941 61	-
29-00	Fac. for graduate level - laboratory apparatus	3 950 00	-	3 950 00	-	-	3 950 00 R
	Cooperative Research						
50-01	Evaluation of reading methods - Springfield	2 966 13	19 698 00	22 664 13	19 386 98	1 831 73	1 445 42 R
02	Bridging the grade six to seven gap in math	266 67	2 500 00	2 766 67	-	-	2 766 67 R
03	Pilot prog. - cultural approach of history study - Mt. Greylock regional school district	-	4 000 00	4 000 00	3 947 06	-	52 94 R
04	Teaching math through time-shared computer	-	126 785 00	126 785 00	105 390 56	100 00	21 294 44 R
53-01	Educ. & race relations - televised in-service teacher training institute	-	118 046 00	118 046 00	97 530 19	-	20 515 81 R
54-01	Development of aerospace curriculm guide	-	3 500 00	3 500 00	1 700 00	-	1 800 00 R
	Elementary & Secondary Education Act of 1965						
55-01	Educ. children - low income families-assistance	-	6 685 000 00	6 685 000 00	5 581 837 09	-	1 103 162 91 R
02	Educ. children - low income families-adminis.	-	25 000 00	25 000 00	13 080 44	4 793 11	7 126 45 R
56-01	School library resource material program	-	1 004 000 00	1 004 000 00	48 741 13	955 258 87	-
02	School library resource material program - administration	-	41 000 00	41 000 00	7 956 44	30 811 05	2 232 51 R
57-01	Strengthening State Department of Education	-	308 293 00	308 293 00	3 936 71	142 082 79	162 273 50 R
	Southeastern Mass. Technological Institute						
58-00	College work study program	27 600 00	45 169 00	72 769 00	68 897 33	-	3 871 67 R
	Higher Education Facilities Commission						
59-00	Administrative expenses - Title I	24 933 50	22 274 00	47 207 50	33 535 39	10 864 78	2 807 33 R
	State Colleges - Work Study Programs						
80-00	Salem	3 241 70	27 814 00	31 055 70	25 804 17	-	5 251 53 R
81-00	Bridgewater	2 161 91	21 849 00	24 010 91	14 219 69	9 791 22	-
82-00	Boston	-	20 211 00	20 211 00	18 779 80	1 431 20	-
83-00	Fitchburg	-	9 226 00	9 226 00	3 107 98	6 118 02	-
84-00	Lowell	-	33 324 00	33 324 00	12 016 14	583 86	20 724 00 R
85-00	Westfield	-	28 800 00	28 800 00	20 055 46	8 744 54	-
86-00	North Adams	-	15 197 58	15 197 58	10 210 52	-	4 987 06 R
87-00	Framingham	-	21 456 00	21 456 00	6 772 90	3 955 10	10 728 00 R
90-00	Adult Basic Education Title IIB, E. O. A.	-	387 390 00	387 390 00	320 682 74	1 825 07	64 882 19 R
91-00	Civil Defense Adult Education Program	-	39 905 00	39 905 00	30 588 73	28 80	9 287 47 R

BOND FUNDS

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1966

		CURRENT FISCAL YEAR					CUMULATIVE TOTALS	
		Appropriations & Other Credits	Total Credits	Expenditures	Encumbrances	Unencumbered Balances	Total Authorization	Total Payments
	DEPARTMENT OF EDUCATION							
	Board of Education and Commissioner's Office							
8063-53	Plans - educ. television fac. - Western Mass.	50 000 00 A	50 000 00	19 363 87	2 736 13	27 900 00 R	50 000 00	19 363 87
8064-07	Scientific, technological & other educational reference material - Educational Institutions	22 342 17 A	22 342 17	10 650 33	1 407 45	10 284 39 R	200 000 00	188 308 16
8164-23	Scientific, technological & other educational reference material - Educational Institutions	10 697 35 A	10 697 35	4 904 54	1 074 80	4 718 01 R	100 000 00	94 207 19
8260-07	Fire protection improvements	36 253 79 A	36 253 79	19 630 45 7 038 78 D	9 584 56	-	368 558 94	358 974 38
8165-71	Office of the Commissioner - equipment	321 86 A	321 86	321 86	-	-	1 600 00	1 600 00
8166-74	Board of Education - equipment	400 00	400 00	-	190 04	209 96 R	400 00	-
	Division of Administration and Personnel							
	State Building, Newbury Street							
8165-72	Repairs and improvements	903 86 A	903 86	892 86	11 00	-	6 500 00	6 489 00
73	Equipment	229 08 A	229 08	225 25	-	3 83	396 17	396 17
8166-73	Repairs and improvements	3 500 00	3 500 00	-	-	3 500 00 R	3 500 00	-
	Bureau of Teachers' Retirement							
8165-81	Equipment	1 127 01 A	1 127 01	1 108 90	-	18 11	3 981 89	3 981 89
8166-79	Equipment	2 250 00	2 250 00	158 76	1 062 60	1 028 64 R	2 250 00	158 76
	Division of Curriculum and Instruction							
	Vocational Education							
8165-75	Equipment	1 000 00 A	1 000 00	993 86	-	6 14	993 86	993 86
8264-78	Equipment	101 79 A	101 79	101 79	-	-	1 500 00	1 500 00
	Library Bureau							
8165-77	Pur. - sci., tech. & other educ. ref. material	3 118 48 A	3 118 48	3 118 41	-	07	15 999 93	15 999 93
8166-75	Scientific, tech. & other educ. ref. material	16 000 00	16 000 00	8 963 30	7 036 70	-	16 000 00	8 963 30
	Division of School Facilities & Related Services							
8265-50	School Building Assistance Bureau - equipment	753 85 A	753 85	161 60	355 30	236 95	1 768 05	1 412 75
8165-74	School Lunch Commodity Distr. Prog. - equip.	269 00 A	269 00	223 15	-	45 85	859 15	859 15
	Division of the Blind							
	Administration							
8165-78	Equipment	1 479 48 A	1 479 48	-	1 177 50	301 98	5 198 02	4 020 52
8166-76	Equipment	2 240 00	2 240 00	-	417 00	1 823 00 R	2 240 00	-

8264-80	Equipment	184 00 A	184 00	184 00	-	-	5 010 71	5 010 71
	Local Shops							
8165-79	Equipment	1 523 39 A	1 523 39	164 00	861 32	498 07	2 001 93	1 140 61
8166-77	Equipment	500 00	500 00	-	-	500 00 R	500 00	-
8264-82	Equipment	422 12 A	422 12	422 12	-	-	899 35	899 35
	Cambridge Industries							
8165-80	Equipment	2 016 83 A	2 016 83	173 10	1 598 40	245 33	3 154 67	1 556 27
8166-78	Equipment	4 600 00	4 600 00	-	166 50	4 433 50 R	4 600 00	-
8264-84	Equipment	1 241 90 A	1 241 90	1 241 90	-	-	4 410 28	4 410 28
	Board of Higher Education							
8165-76	Div. of Immigration & Americanization - equip.	80 04 A	80 04	32 72	41 80	5 52	994 48	952 68
	Board of Trustees of State Colleges							
8066-76	Devel. master plan - inst. of higher learning	100 000 00	100 000 00	-	72 600 00	27 400 00 R	100 000 00	-
8165-84	Pur. sci., tech. & other educ. ref. material	79 700 34 A	79 700 34	67 973 50	8 502 06	3 224 78	196 775 22	188 273 16
8166-80	Scientific, tech. & other educ. ref. material	200 000 00	200 000 00	90 375 60	65 130 45	44 493 95 R	200 000 00	90 375 60
	State College - Boston							
8064-16	Plans - physical education building	80 000 00 A	80 000 00	64 000 00	16 000 00	-	80 000 00	64 000 00
17	Renov. & improve - administration building	48 415 58 A	48 415 58	28 255 41	6 748 88	13 411 29 R	100 000 00	79 839 83
18	Constr. sci. bldg. & renov. p. plt. util. dist. sys.	127 000 00 A	127 000 00	-	-	127 000 00 R	127 000 00	-
8065-15	Construction of physical education center	2 170 000 00 A	2 170 000 00	572 128 92	1 052 383 13	545 487 95 R	2 170 000 00	572 128 92
8066-27	Acq. land, plans for renov., alter. & repairs	600 000 00	600 000 00	500 00	-	599 500 00 R	600 000 00	500 00
71	Plans for building, inc. replace. power plant	350 000 00	350 000 00	-	-	350 000 00 R	350 000 00	-
8166-99	Repairs and improvements	15 000 00	15 000 00	-	9 205 00	5 795 00 R	15 000 00	-
8261-28	Constr. sci. bldg. & renov. p. plt. util. dist. sys.	81 219 24 A	81 219 24	40 450 37	19 520 98	21 247 89 R	2 600 000 00	2 559 231 13
8263-94	Improv. distrib. sys., renov. classrms. & lib.	5 981 88 A	5 981 88	250 00	-	5 731 88	68 924 65	68 924 65
8265-04	Repairs and improvements	5 500 00 A	5 500 00	-	-	5 500 00	-	-
05	Exterior painting	14 000 00 A	14 000 00	-	5 045 00	8 955 00	5 045 00	-
06	Equipment	1 961 02 A	1 961 02	1 954 66	-	6 36	14 993 64	14 993 64
8266-01	Equipment	25 000 00	25 000 00	1 036 35	2 703 43	21 260 22 R	25 000 00	1 036 35
8364-10	Repairs and improvements	3 900 00 A	3 900 00	3 900 00	-	-	5 529 05	5 529 05
	State College - Bridgewater							
8063-04	Constr. power plant & improv. utility system	100 098 93 A	100 098 93	80 640 19	16 841 62	2 617 12 R	1 044 000 00	1 024 541 26
8065-05	Acquisition of property	46 300 00 A	46 300 00	20 569 48	19 500 00	6 230 52 R	100 000 00	74 269 48
86	Plans for student union building	140 154 50 A	140 154 50	83 421 56	56 732 94	-	170 000 00	113 267 06
8066-13	Constr. aud., student-union & cafeteria bldg.	3 930 000 00	3 930 000 00	-	-	3 930 000 00 R	3 930 000 00	-
14	Improv. & additions - utility distribution sys.	350 000 00	350 000 00	659 00	18 091 00	331 250 00 R	350 000 00	659 00
77	Constr. physical educ. fac., site preparation	91 000 00	91 000 00	-	-	91 000 00 R	91 000 00	-
8165-85	Repairs and improvements	8 830 00 A	8 830 00	2 198 00	6 442 00	190 00	13 360 00	6 918 00
86	Equipment - Boarding Hall	19 668 39 A	19 668 39	15 862 83	3 778 76	26 80	21 973 20	18 194 44
87	Fire escapes - Tellinghast & Woodward Dorm.	20 000 00 A	20 000 00	-	1 500 00	18 500 00	1 500 00	-
8166-81	Repairs and improvements	17 000 00	17 000 00	-	-	17 000 00 R	17 000 00	-
82	Equipment	18 300 00	18 300 00	4 038 00	2 934 32	11 327 68 R	18 300 00	4 038 00
8258-24	Dormitory	3 320 05 A	3 320 05	-	3 320 05	-	601 604 97	598 284 92
25	Dorm. & improv. kitchen & dining facilities	26 112 82 A	26 112 82	26 001 85 79 77 K	31 20	-	1 251 816 59	1 251 785 39
8259-15	Improv. plumbing, heating & ventilating sys.	14 343 74 A	14 343 74	7 319 57	7 024 17	-	138 382 77	131 358 60
8260-09	Dormitory	1 813 07 A	1 813 07	1 791 13 21 94 D	-	-	87 407 49	87 407 49
8260-10	Land & plans - science building	10 516 35 A	10 516 35	3 691 66 88 29 D	6 736 40	-	109 911 71	103 175 31
8262-05	Science classrm. building & improv. gymn.	354 065 98 A	354 065 98	173 724 73	60 198 87	120 142 38 R	2 380 000 00	2 199 658 75
8264-89	Repairs, Boarding Hall	5 000 00 A	5 000 00	5 000 00	-	-	5 000 00	5 000 00
8264-90	Repairs to floors, Burnell School	13 181 00 A	13 181 00	5 554 10	7 590 00	36 90	19 963 10	12 373 10
91	Improvements & additions - library	10 013 37 A	10 013 37	9 992 97	-	20 40	31 756 21	31 756 21
92	Equipment, Boarding Hall	1 954 70 A	1 954 70	1 954 54	-	16	12 407 64	12 407 64
93	Classroom & laboratory equipment	281 84 A	281 84	230 95	50 89	-	34 960 58	34 909 69

BOND FUNDS

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1966

		CURRENT FISCAL YEAR					CUMULATIVE TOTALS	
		Appropriations & Other Credits	Total Credits	Expenditures	Encumbrances	Unencumbered Balances	Total Authorization	Total Payments
	DEPARTMENT OF EDUCATION							
	State College - Fitchburg							
8063-05	Plans for women's dormitory	$ 11 182 60 A	$ 11 182 60	$ 2 037 87	$ 823 57	$ 8 321 16 R	$ 91 000 00	$ 81 855 27
54	Acq. prop. & constr. physical educ. fields & fac.	233 523 60 A	233 523 60	23 450 42	10 392 58	199 680 60 R	250 000 00	39 926 82
8065-07	Construction of women's dormitory	2 180 882 70 A	2 180 882 70	1 209 073 72	688 708 98	283 100 00 R	2 181 000 00	1 209 191 02
8066-16	Plans, teacher-training sch. & renov. bldgs.	170 000 00	170 000 00	-	-	170 000 00 R	170 000 00	-
78	Study, prep. plans & specs. education center	25 000 00	25 000 00	-	25 000 00	-	25 000 00	-
8165-88	Repairs and improvements	20 968 28 A	20 968 28	20 413 60	522 00	32 68	25 967 32	25 445 32
89	Equipment - Boarding Hall	12 245 80 A	12 245 80	11 508 98	736 13	69	16 499 31	15 763 18
8166-83	Repairs and improvements	20 000 00	20 000 00	-	-	20 000 00 R	20 000 00	-
84	Equipment	16 000 00	16 000 00	2 069 74	172 54	13 757 72 R	16 000 00	2 069 74
8259-18	Acq. land with buildings & plans for building	31 839 56 A	31 839 56	27 383 77	2 116 23	2 339 56 R	122 000 00	117 544 21
8260-12	Lib., aud., clsrm. bldg. - renov. & acq. prop.	247 082 21 A	247 082 21	109 960 16	15 247 26	121 874 79 R	2 500 000 00	2 362 877 95
8264-94	Repairs and improvements	1 947 00 A	1 947 00	1 947 00	-	-	8 065 00	8 065 00
	State College - Framingham							
8064-08	Plans - clsrm. - lib. - language lab. building	40 014 92 A	40 014 92	37 025 00	100 00	2 889 92 R	75 000 00	72 010 08
8066-17	Constr. classroom, library, etc. & TV system	3 175 000 00	3 175 000 00	17 676 70	60 323 30	3 097 000 00 R	3 175 000 00	17 676 70
8165-90	Repairs & improvements - Boarding Hall	1 462 00 A	1 462 00	-	1 390 00	72 00	13 328 00	11 938 00
91	Equipment - Boarding Hall	3 205 99 A	3 205 99	1 369 89	1 808 03	28 07	9 971 93	8 163 90
8166-85	Repairs and improvements	14 000 00	14 000 00	775 00	-	13 225 00 R	14 000 00	775 00
86	Equipment	5 000 00	5 000 00	-	1 445 50	3 554 50 R	5 000 00	-
87	Equipment - Boarding Hall	4 100 00	4 100 00	-	-	4 100 00 R	4 100 00	-
8258-26	Dormitory, student-union bldg., parking, etc.	86 414 16 A	86 414 16	-	86 210 61	203 55 R	1 500 000 00	1 413 585 84
8259-24	Land and land with buildings	7 184 17 A	7 184 17	325 00	6 859 17	-	40 000 00	33 140 83
25	Constr. bldg. & renov. facilities & remove bldg.	121 222 35 A	121 222 35	30 264 60	9 312 96	81 644 79 R	276 000 00	185 042 25
8260-13	Improv. boiler plt. & utility dist. systems	33 135 60 A	33 135 60	4 957 96	28 177 64	-	792 827 75	764 650 11
14	Home economics & science bldg. & parking area	35 358 94 A	35 358 94	282 90 D	35 076 04	-	1 897 194 88	1 862 118 84
8263-82	Renov. for classrms., May & Dwight Halls	235 03 A	235 03	-	235 03	-	65 478 50	65 243 47
8264-96	Repairs and improvements	1 400 00 A	1 400 00	1 400 00	-	-	9 987 50	9 987 50
97	Equipment - Boarding Hall	797 50 A	797 50	797 50	-	-	13 452 45	13 452 45
98	Classroom and laboratory equipment	1 456 08 A	1 456 08	1 456 08	-	-	19 632 09	19 632 09
	State College - Lowell							
8063-06	Constr. power plt. & improv. utility dist. sys.	355 916 30 A	355 916 30	297 942 46	30 433 61	27 540 23 R	800 000 00	742 026 16
45	Construction of women's dormitory	916 719 48 A	916 719 48	732 792 55	159 847 51	24 079 42 R	993 000 00	809 073 07
46	Acquisition of property	8 566 45 A	8 566 45	3 367 40	375 00	4 824 05 R	40 000 00	34 800 95
8065-08	Acquisition of property	119 000 00 A	119 000 00	86 136 80	-	32 863 20 R	119 000 00	86 136 80
8066-18	Plans, science-classroom-student-union bldg.	138 000 00	138 000 00	-	-	138 000 00 R	138 000 00	-
8165-92	Repairs and improvements	5 000 00 A	5 000 00	1 500 00	3 485 00	15 00	4 985 00	1 500 00
93	Equipment	5 000 00 A	5 000 00	4 593 67	353 56	52 77	4 947 23	4 593 67
8166-88	Repairs and improvements	16 000 00	16 000 00	-	-	16 000 00 R	16 000 00	-
89	Equipment	10 000 00	10 000 00	-	-	10 000 00 R	10 000 00	-
8259-26	Plans - addition for science classrooms	1 294 47 A	1 294 47	-	-	1 294 47 R	25 000 00	23 705 53
28	Renovation of heating system	4 352 13 A	4 352 13	3 976 41 375 72 K	-	-	62 844 28	62 844 28
29	Improvements - athletic & parking facilities	3 476 82 A	3 476 82	3 476 82 K	-	-	28 173 18	28 173 18
8260-15	Addition for science classrooms	35 609 14 A	35 609 14	31 325 56	6 97	4 276 61 R	406 000 00	401 716 42
8261-21	Constr. adminis., cafeteria, lib., classrm. bldg.	141 467 79 A	141 467 79	5 828 04	7 288 01	128 351 74 R	1 403 000 00	1 267 360 25
8262-06	Improvements - athletic & parking facilities	2 537 81 A	2 537 81	2 537 81 D	-	-	12 462 19	12 462 19

8263-84	Repairs and improvements	11 00 A	11 00	-	11 00	-	4 000 00	3 989 00
85	Equipment	63 58 A	63 58	-	63 58	-	3 000 00	2 936 42
8264-99	Repairs and improvements	5 762 50 A	5 762 50	5 437 50	-	325 00	11 639 50	11 639 50
8364-01	Equipment	2 517 60 A	2 517 60	2 514 82	-	2 78	4 735 23	4 735 23
	State College - North Adams							
8063-07	Acq. - prop., plans power plt. & demol. bldgs.	85 913 07 A	85 913 07	51 221 00	29 700 00	4 992 07 R	215 000 00	180 307 93
8064-09	Plans - women's dorm., kitchen & dining fac.	57 432 42 A	57 432 42	44 898 52	2 951 90	9 582 00 R	75 000 00	62 466 10
10	Boiler plant & utility distribution system	800 000 00 A	800 000 00	2 000 00	43 100 00	754 900 00 R	800 000 00	2 000 00
8065-09	Construction of women's dormitory	1 645 000 00 A	1 645 000 00	-	-	1 645 000 00 R	1 645 000 00	-
8066-19	Purchase - Mark Hopkins School, North Adams	250 000 00	250 000 00	-	-	250 000 00 R	250 000 00	-
20	Plans & specs. - classrm., adm. & library bldg.	150 000 00	150 000 00	13 110 00	86 890 00	50 000 00 R	150 000 00	13 110 00
8165-95	Equipment - Boarding Hall	859 05 A	859 05	852 59	-	6 46	16 318 54	16 318 54
8166-90	Equipment	6 600 00	6 600 00	5 221 05	817 97	560 98 R	6 600 00	5 221 05
91	Equipment - Boarding Hall	4 000 00	4 000 00	-	-	4 000 00 R	4 000 00	-
	State College - Salem							
8063-08	Acq. property & plans - dorm. & dining fac.	78 677 94 A	78 677 94	12 391 50	-	66 286 44 R	184 000 00	117 713 56
8064-11	Addition to boiler plant	470 194 60 A	470 194 60	87 802 42	339 848 61	42 543 57 R	475 000 00	92 607 82
12	Plans - student-union building, cafeteria	48 940 39 A	48 940 39	48 912 39	28 00	-	75 000 00	74 972 00
13	Plans for men's dormitory	49 081 30 A	49 081 30	49 081 30 D	-	-	25 918 70	25 918 70
8065-10	Constr. - student-union building, cafeteria	1 769 000 00 A	1 769 000 00	787 397 26	901 440 85	80 161 89 R	1 769 000 00	787 397 26
11	Acquisition of property	125 000 00 A	125 000 00	102 723 50	7 875 00	14 401 50 R	125 000 00	102 723 50
8066-21	Improv. & additions - utility distrib. systems	200 000 00	200 000 00	11 032 88	4 779 60	184 187 52 R	200 000 00	11 032 88
22	Plans - athletic fac. & constr. athletic fields	150 000 00	150 000 00	-	-	150 000 00 R	150 000 00	-
96	Preparation of plans for a library	150 000 00	150 000 00	-	141 850 00	8 150 00 R	150 000 00	-
97	Prep. plans - addition to arts & science bldg.	75 000 00	75 000 00	-	75 000 00	-	75 000 00	-
8165-96	Repairs and improvements	13 053 03 A	13 053 03	12 348 20	704 83	-	20 000 00	19 295 17
97	Repairs - exterior walls, academic building	10 000 00 A	10 000 00	6 234 70	3 765 30	-	10 000 00	6 234 70
98	Equipment	9 383 24 A	9 383 24	4 558 97	4 824 27	-	13 000 00	8 175 73
8166-92	Repairs and improvements	12 500 00	12 500 00	3 424 39	252 16	8 823 45 R	12 500 00	3 424 39
93	Equipment	10 000 00	10 000 00	2 143 71	2 739 09	5 117 20 R	10 000 00	2 143 71
8256-17	Library, aud., gymn., & admin. building	965 87 A	965 87	965 87	-	-	1 149 175 61	1 149 175 61
8259-32	Cafeteria - Horace Mann Training School	425 00 A	425 00	-	425 00	-	22 196 44	21 771 44
8260-77	Classroom bldg. & additional boiler capacity	4 369 81 A 7 300 00 D	11 669 81	7 175 00	577 60	3 917 21 R	1 907 300 00	1 902 805 19
8261-27	Clsrm. bldg. - TV sys., add. boiler cap. & land	233 981 40 A	233 981 40	180 916 27	51 170 08	1 895 05 R	500 000 00	446 934 87
8263-88	Improve elevator, academic building	469 21 A	469 21	-	-	469 21	29 376 75	29 376 75
8364-03	Constr. receiving rm. & archives area - library	18 827 25 A	18 827 25	18 797 15	20 00	10 10	19 927 01	19 907 01
04	Equipment	1 730 00 A	1 730 00	1 730 00	-	-	11 456 64	11 456 64
05	Rep. & improv. to convert auditorium to clsrms.	6 311 73 A	6 311 73	6 141 73	100 00	70 00	25 799 20	25 699 20
8463-75	Constr. garage, repair and workshop	1 167 49 A	1 167 49	-	100 00	1 067 49	28 932 51	28 832 51
	State College - Westfield							
8063-09	Constr. dorm., dining facilities expansion & improvements - utilities & parking areas	339 980 35 A	339 980 35	56 532 39	4 786 40	278 661 56 R	910 000 00	626 552 04
10	Renovation of training school	2 490 67 A	2 490 67	250 00	-	2 240 67 R	45 000 00	42 759 33
8064-15	Acq. land & plans, student-union - library bldg.	10 078 46 A	10 078 46	132 16	134 68	9 811 62 R	125 000 00	115 053 70
8065-12	Plans - elementary training school on campus	60 000 00 A	60 000 00	14 400 01	45 599 99	-	60 000 00	14 400 01
13	Acq. prop. & plans, student-union - library bldg.	33 600 00 A	33 600 00	13 991 40	19 608 60	-	50 000 00	30 391 40
8066-23	Constr. - elementary training school on campus	2 000 000 00	2 000 000 00	-	-	2 000 000 00 R	2 000 000 00	-
24	Improv. & additions - utility distrib. systems	200 000 00	200 000 00	-	12 020 00	187 980 00 R	200 000 00	-
25	Acq. land & plans, student-union - library bldg.	60 000 00	60 000 00	-	-	60 000 00 R	60 000 00	-
8165-99	Repairs and improvements	4 500 00 A	4 500 00	-	4 500 00	-	4 500 00	-
8166-94	Repairs and improvements	7 500 00	7 500 00	-	-	7 500 00 R	7 500 00	-
95	Equipment	8 000 00	8 000 00	-	-	8 000 00 R	8 000 00	-
96	Boarding Hall, equipment	2 000 00	2 000 00	-	-	2 000 00 R	2 000 00	-
8260-17	Clsrm. bldg. - TV sys., kitchen & caf. facilities	41 288 31 A	41 288 31	-	12 205 00	29 083 31 R	1 080 000 00	1 038 711 69
8263-91	Equipment	10 10 A	10 10	-	-	10 10	4 085 85	4 085 85

BOND FUNDS

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1966

		CURRENT FISCAL YEAR					CUMULATIVE TOTALS	
		Appropriations & Other Credits	Total Credits	Expenditures	Encumbrances	Unencumbered Balances	Total Authorization	Total Payments
	DEPARTMENT OF EDUCATION							
	State College - Westfield							
8265-01	Equipment - Boarding Hall	$ 10 944 82 A	$ 10 944 82	$ 7 904 53	$ 2 970 91	$ 69 38	$ 15 430 62	$ 12 459 71
8364-06	Repairs and improvements	4 935 00 A	4 935 00	4 935 00	-	-	8 674 00	8 674 00
07	Equipment	1 802 61 A	1 802 61	1 630 74	131 00	40 87	7 335 41	7 204 41
8366-72	Renovation & modernization, Albrecht House	25 000 00	25 000 00	26 70	24 930 00	43 30 R	25 000 00	26 70
	State College - Worcester							
8065-14	Plans for library building	131 000 00 A	131 000 00	1 123 88	129 876 12	-	131 000 00	1 123 88
8166-97	Repairs and improvements	11 200 00	11 200 00	-	-	11 200 00 R	11 200 00	-
98	Equipment	12 500 00	12 500 00	170 00	-	12 330 00 R	12 500 00	170 00
8258-03	Constr. gymn., lib., caf. & classroom building	349 50 A	349 50	300 00 K	49 50	-	101 672 78	101 623 28
8262-07	Clsrm., lab. bldg., aud., TV sys., imp. boiler plt.	641 090 21 A	641 090 21	242 722 71	97 123 12	301 244 38 R	2 854 000 00	2 455 632 50
8263-93	Equipment	157 40 A	157 40	-	157 40	-	8 077 64	7 920 24
8265-02	Repairs and improvements	19 259 18 A	19 259 18	1 986 00	17 260 00	13 18	21 686 82	4 426 82
03	Equipment	14 500 00 A	14 500 00	4 763 54	9 413 35	323 11	14 176 89	4 763 54
8364-08	Repairs and improvements	9 849 50 A	9 849 50	8 785 80	1 057 50	6 20	9 929 30	8 871 80
09	Equipment	2 388 98 A	2 388 98	2 034 12	348 44	6 42	10 936 17	10 587 73
	Massachusetts College of Art							
8066-28	Plans, campus develop. & art clsrm. - adm. bldg.	350 000 00	350 000 00	-	-	350 000 00 R	350 000 00	-
8259-37	Study - bldg. needs & preparation of plans	2 195 00 A	2 195 00	-	2 195 00	-	35 200 00	33 005 00
8265-07	Repairs and improvements	1 880 50 A	1 880 50	1 879 72	-	78	6 499 22	6 499 22
08	Equipment	84 26 A	84 26	81 00	-	3 26	6 996 74	6 996 74
8266-02	Repairs and improvements	3 000 00	3 000 00	-	1 012 00	1 988 00 R	3 000 00	-
03	Equipment	10 000 00	10 000 00	3 869 45	1 116 24	5 014 31 R	10 000 00	3 869 45
8364-12	Repairs and improvements	2 350 00 A	2 350 00	2 350 00	-	-	23 811 49	23 811 49
	Massachusetts Maritime Academy							
8063-03	Construction of engineering classroom bldg.	269 000 00 A	269 000 00	-	1 100 00	267 900 00 R	269 000 00	-
8065-04	Constr. - bldg. inc. lab., clsrms., lib. & offices	345 220 08 A	345 220 08	17 169 63	11 449 00	316 601 45 R	350 000 00	21 949 55
8066-29	Land, plans, health & physical education facility	200 000 00	200 000 00	92 500 00	75 100 00	32 400 00 R	200 000 00	92 500 00
8165-82	Equipment	1 405 00 A	1 405 00	1 258 02	62 73	84 25	1 415 75	1 353 02
83	Sci., tech. & other educ. ref. material - library	9 238 27 A	9 238 27	6 516 02	2 509 71	212 54	14 787 46	12 277 75
8259-10	Acquisition of land with buildings	254 94 A	254 94	-	254 94	-	60 150 00	59 895 06
11	Plans for engineering classroom building	7 091 90 A	7 091 90	-	7 091 90	-	30 000 00	22 908 10
13	Construction of central heating plant	382 22 A	382 22	-	382 22	-	106 431 96	106 049 74
14	Addition, administrative offices & renov. bldg.	3 136 12 A	3 136 12	588 27 93 30 K	2 454 55	-	74 906 70	72 452 15
8260-08	Addition, administrative offices & renov. bldg.	424 32 A	424 32	-	424 32	-	69 750 00	69 325 68
8262-04	Purchase & install power conversion unit	8 190 35 A	8 190 35	7 689 55 D	500 80	-	52 310 45	51 809 65
8264-86	Repairs & improvements - wharf & buildings	79 505 49 A	79 505 49	68 495 11	-	11 010 38 R	85 000 00	73 989 62
87	Equipment	1 999 71 A	1 999 71	1 999 71	-	-	2 800 00	2 800 00
8266-04	Equipment	1 450 00	1 450 00	1 116 05	-	333 95 R	1 450 00	1 116 05
8463-74	Acquisition of property, improvements	2 624 85 A	2 624 85	1 325 00	1 299 85	-	22 427 50	21 127 65
	Lowell Technological Institute of Massachusetts							
8063-47	Acq. prop. & plans - athletic & phys. ed. bldg.	4 678 44 A	4 678 44	430 40	14 60	4 233 44 R	260 000 00	255 751 96
56	Plans - renov. & moving for classrm. space	6 500 00 A	6 500 00	6 400 00	100 00	-	25 000 00	24 900 00
8064-19	Construction of physical education building	1 454 643 42 A	1 454 643 42	1 104 785 82	321 439 16	28 418 44 R	2 120 000 00	1 770 142 40
20	Acq. land - physical education fields & improv.	19 169 12 A	19 169 12	-	15 169 12	4 000 00 R	65 000 00	45 830 88
8065-16	Acquisition of land	145 000 00 A	145 000 00	52 700 00	-	92 300 00 R	145 000 00	52 700 00
17	Acquisition of property	15 000 00 A	15 000 00	11 008 52	250 00	3 741 48 R	15 000 00	11 008 52

8065-18	Plans - addition to Alumni Mem. Library Bldg.	56 339 66 A	56 339 66	24 047 00	32 292 66	-	58 000 00	25 707 34
19	Construction - athletic playing fields	390 000 00 A	390 000 00	-	-	390 000 00 R	390 000 00	-
20	Constr. - maintenance, storage & garage bldg.	144 201 12 A	144 201 12	112 844 67	17 011 45	14 345 00 R	210 000 00	178 643 55
21	Plans - renov. & moving for classrm. space	125 000 00 A	125 000 00	55 483 44	14 316 56	55 200 00 R	125 000 00	55 483 44
22	Constr. - physical education building	160 000 00 A	160 000 00	-	40 000 00	120 000 00 R	160 000 00	-
8066-30	Addition to Alumni Memorial Library Building	1 717 000 00	1 717 000 00	-	2 400 00	1 714 600 00 R	1 717 000 00	-
31	Moving machinery & renov. four buildings	1 450 000 00	1 450 000 00	-	-	1 450 000 00 R	1 450 000 00	-
32	Plans - chemistry bldg. & renov. building	145 000 00	145 000 00	-	-	145 000 00 R	145 000 00	-
33	Improv. - power plant & utility distrib. sys.	125 000 00	125 000 00	-	62 240 88	62 759 12 R	125 000 00	-
79	Constr. clsrms. & lab. - nuclear eng. center	522 800 00	522 800 00	-	265 500 00	257 300 00 R	522 800 00	-
8157-29	Electronics - plastics engineering building	3 251 46 A	3 251 46	3 251 46	-	-	2 202 496 47	2 202 496 47
8258-33	Lighting units & fire protection improvements	84 42 A	84 42	-	-	84 42 R	11 000 00	10 915 58
8259-39	Plans - nuclear engineering center	237 41 A 200 000 00 K	200 237 41	-	-	200 237 41 R	300 000 00	99 762 59
40	Acq. land & plans, garage & maint. building	17 365 90 A	17 365 90	3 104 39 14 261 51 K	-	-	15 738 49	15 738 49
42	Fire protection improvements	5 772 61 A	5 772 61	-	5 772 61	-	30 000 00	24 227 39
8260-21	Fire protection improvements	177 963 75 A	177 963 75	-	17 962 86	160 000 89 R	200 000 00	22 036 25
22	Constr. clsrm. & lab. for Nuclear Engr. Ctr.	887 063 78 A	887 063 78	227 167 77	658 130 05	1 765 96 R	1 600 000 00	940 103 99
35	Plans - improv. power plt. & utility dist. sys.	4 078 40 A	4 078 40	-	4 078 40	-	12 500 00	8 421 60
8262-08	Acq. & improv. land - physical education fields	66 203 35 A	66 203 35	15 891 24	22 301 51	28 010 60 R	350 000 00	299 687 89
09	Constr. clsrm. & lab. for Nuclear Engr. Ctr.	2 735 008 35 A	2 735 008 35	8 275 38	2 710 117 58	16 615 39 R	2 800 000 00	73 267 03
10	Improv. power plant & utility dist. center	199 565 57 A	199 565 57	3 909 85	195 655 72	-	200 000 00	4 344 28
8265-11	Repairs and improvements	52 845 46 A	52 845 46	15 388 03	30 660 07	6 797 36	59 202 64	28 542 57
12	Maintenance and office equipment	9 106 07 A	9 106 07	8 822 73	53 90	229 44	14 270 56	14 216 66
13	Classroom and laboratory equipment	47 689 42 A	47 689 42	36 777 53	10 911 89	-	100 000 00	89 088 11
14	Sci., tech. & other educ. ref. material - library	13 802 92 A	13 802 92	13 802 34	-	58	49 999 42	49 999 42
15	Dormitory furniture	3 834 74 A	3 834 74	-	-	3 834 74	21 165 26	21 165 26
8266-05	Repairs and improvements	34 500 00	34 500 00	844 00	999 50	32 656 50 R	34 500 00	844 00
06	Maintenance and office equipment	12 250 00	12 250 00	1 195 28	9 343 09	1 711 63 R	12 250 00	1 195 28
07	Classroom and laboratory equipment	100 000 00	100 000 00	1 200 65	71 044 45	27 754 90 R	100 000 00	1 200 65
08	Sci., tech. & other educ. ref. material - library	50 000 00	50 000 00	27 764 63	10 685 95	11 549 42 R	50 000 00	27 764 63
8363-02	Repairs and improvements	483 42 A	483 42	-	483 42	-	1 386 85	903 43
04	Improv. drainage system & parking areas	488 76 A	488 76	100 00	-	388 76	24 420 55	24 420 55
05	Equipment	09 A	09	-	-	09	1 944 00	1 944 00
06	Purchase of educational reference material	738 73 A	738 73	367 06	371 67	-	22 576 33	22 204 66
8364-17	Repairs and improvements	758 07 A	758 07	695 00	63 07	-	34 782 04	34 718 97
18	Equipment	1 558 20 A	1 558 20	1 486 25	36 00	35 95	5 297 45	5 261 45
19	Classroom and laboratory equipment	509 95 A	509 95	129 95	380 00	-	98 836 31	98 456 31
20	Dormitory furniture	348 40 A	348 40	341 43	-	6 97	24 859 54	24 859 54
	Southeastern Massachusetts Technological Institute							
8063-55	Rep. admn. bldg., imp. lib., classrms. & lab.	5 042 23 A	5 042 23	-	-	5 042 23 R	70 000 00	64 957 77
8064-21	Constr. classrm. & adm. fac. & utility facilities	3 827 649 80 A 240 000 00 K	4 067 649 80	3 117 456 62	621 432 23	328 760 95 R	6 240 000 00	5 289 806 82
8065-23	Constr. science & engineering building	5 366 000 00 A	5 366 000 00	-	5 366 000 00	-	5 366 000 00	-
24	Constr. lecture hall & administration group	4 055 650 00 A	4 055 650 00	24 264 20	202 220 16	3 829 165 64 R	4 084 000 00	52 614 20
26	Constr. textile technology building	1 200 000 00 A	1 200 000 00	18 281 95	55 565 00	1 126 153 05 R	1 200 000 00	18 281 95
27	Plans - development of institute	300 000 00 A	300 000 00	17 064 00	282 936 00	-	300 000 00	17 064 00
8066-34	Plans & constr. physical education facility	2 000 000 00	2 000 000 00	-	-	2 000 000 00 R	2 000 000 00	-
80	Construction - science & engineering bldg.	750 000 00 2 000 000 00 K	2 750 000 00	98 499 40	1 638 202 46	1 013 298 14 R	2 750 000 00	98 499 40
81	Constr. textile technological building	750 000 00	750 000 00	-	-	750 000 00 R	750 000 00	-
8261-03	Acq. site & plans - clsrm. & other buildings	425 392 06 A	425 392 06	314 369 18	55 737 87	55 285 01 R	1 500 000 00	1 388 977 12
8265-09	Equipment	277 95 A	277 95	276 16	-	1 79	998 21	998 21
10	Equipment	4 28 A	4 28	3 45	-	83	999 17	999 17
8265-16	Equipment	2 057 31 A	2 057 31	2 057 25	-	06	4 999 94	4 999 94
8266-09	Equipment	55 000 00	55 000 00	7 152 75	10 221 85	37 625 40 R	55 000 00	7 152 75
10	Sci., tech. & other educ. ref. material - library	50 000 00	50 000 00	19 507 75	12 622 05	17 870 20 R	50 000 00	19 507 75

BOND FUNDS

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1966

		CURRENT FISCAL YEAR					CUMULATIVE TOTALS	
		Appropriations & Other Credits	Total Credits	Expenditures	Encumbrances	Unencumbered Balances	Total Authorization	Total Payments
	DEPARTMENT OF EDUCATION							
	Southeastern Massachusetts Technological Institute							
8364-14	Equipment	$ 46 00 A	$ 46 00	$ 46 00	$ -	$ -	$ 34 985 07	$ 34 985 07
15	Repairs and improvements	8 934 00 A	8 934 00	8 934 00	-	-	14 989 60	14 989 60
8463-76	Renov. bldg. & purchase reference material	3 116 90 A	3 116 90	300 00	-	2 816 90	39 907 49	39 907 49
	University of Massachusetts							
8063-11	Constr. eng. bldg. & ser. bldg. - experiment sta.	751 144 86 A	751 144 86	344 108 12	337 873 09	69 163 65 R	2 200 000 00	1 792 963 26
12	Improv. & add. - power plt. & utility dist. sys.	80 134 09 A	80 134 09	40 152 29	38 972 15	1 009 65 R	500 000 00	460 018 20
13	Plans for addition to Machmer Hall	8 950 00 A	8 950 00	8 450 00	100 00	400 00 R	30 000 00	29 500 00
14	Acq. land - railsiding & plans - cold storage fac.	26 390 74 A	26 390 74	214 37	17 490 74	8 685 63 R	35 000 00	8 823 63
15	Plans for administration building	79 027 27 A	79 027 27	75 698 92	3 231 08	97 27 R	110 000 00	106 671 65
16	Plans - clsrm. & lab. - Arts & Science College	108 959 51 A	108 959 51	5 306 15	26 753 36	76 900 00 R	110 000 00	6 346 64
17	Plans for poultry plant	1 654 45 A	1 654 45	1 515 50	138 95	-	15 000 00	14 861 05
18	Renovation of older classroom buildings	5 522 69 A	5 522 69	12 360 40 cr	562 10	17 320 99 R	100 000 00	82 116 91
19	Acquisition of property	3 750 00 A	3 750 00	3 750 00	-	-	300 500 00	300 500 00
8064-22	Construction of administration building	3 000 000 00 A	3 000 000 00	867 791 37	2 079 315 33	52 893 30 R	3 000 000 00	867 791 37
23	Constr. add. - Machmer Hall, demol. structures	1 040 000 00 A	1 040 000 00	56 002 04	26 097 96	957 900 00 R	1 040 000 00	56 002 04
24	Constr. poultry plant laboratory buildings	300 000 00 A	300 000 00	11 258 72	238 595 42	50 145 86 R	300 000 00	11 258 72
25	Improv. & plans - power plt. & utility dist. sys.	662 073 74 A	662 073 74	335 498 02	326 575 72	-	750 000 00	423 424 28
26	Plans - agricultural lab. & farm service bldgs.	65 000 00 A	65 000 00	-	65 000 00	-	65 000 00	-
27	Plans - central storage building	44 817 00 A	44 817 00	44 717 00	100 00	-	60 000 00	59 900 00
28	Plans - classroom - laboratory & office bldg.	65 657 51 A	65 657 51	56 326 83	1 255 68	8 075 00 R	100 000 00	90 669 32
29	Plans - research facilities, clsrms. & lab.	294 05 A	294 05	-	100 00	194 05 R	250 000 00	249 705 95
30	Acquisition of land and development	69 600 00 A	69 600 00	26 894 18	-	42 705 82 R	300 000 00	257 294 18
31	Plans - theatre & aud. - classrm. & lab. bldg.	99 600 00 A	99 600 00	79 45	99 520 55	-	150 000 00	50 479 45
8065-28	Plans - roads, sidewalks, prkg. areas & constr.	982 775 24 A	982 775 24	309 640 01	402 809 06	270 326 17 R	1 000 000 00	326 864 77
29	Constr. bldg. - Coll. of Arts & Sciences & plans	3 138 000 00 A	3 138 000 00	49 342 63	75 657 37	3 013 000 00 R	3 138 000 00	49 342 63
30	Plans - res. fac., clsrms. & lab. - Graduate Sch.	270 032 12 A	270 032 12	249 401 51	13 130 61	7 500 00 R	272 000 00	251 369 39
31	Constr. storage bldg., renov. bldg. & develop	1 498 915 41 A	1 498 915 41	6 708 60	8 384 81	1 483 822 00 R	1 500 000 00	7 793 19
32	Constr. athletic fac., demolish structures, site development & utility services	392 796 38 A	392 796 38	157 898 49	79 697 89	155 200 00 R	1 022 000 00	787 102 11
33	Renov. clsrm. bldg. & plans - renov. add. bldg.	722 093 08 A	722 093 08	287 785 03	166 959 40	267 348 65 R	730 000 00	295 691 95
34	Improv. power plt. & util. dist. sys. & survey	1 603 362 05 A	1 603 362 05	985 905 20	523 060 85	94 396 00 R	1 667 000 00	1 049 543 15
35	Procur. & install. academic & operational equipment, TV equipment & computer	356 136 31 A	356 136 31	123 650 85	12 913 40	219 572 06 R	1 000 000 00	767 514 54
8066-35	Constr. fac. Grad. Sch. inc. demol. & site devel.	6 060 000 00	6 060 000 00	-	-	6 060 000 00 R	6 060 000 00	-
36	Add. Machmer Hall, demol. & reloc. structures	1 697 000 00	1 697 000 00	-	-	1 697 000 00 R	1 697 000 00	-
69	Improv. dist. sys. & demol. serv. bldg. #125	1 000 000 00	1 000 000 00	-	-	1 000 000 00 R	1 000 000 00	-
70	Constr. roads, sidewalks & parking areas	500 000 00	500 000 00	-	500 000 00	-	500 000 00	-
82	Constr. & devel. fac. - Coll. of Arts & Sciences	750 000 00	750 000 00	-	-	750 000 00 R	750 000 00	-
91	Prep. plans, Medical Sch. inc, educ. planning	100 000 00	100 000 00	-	-	100 000 00 R	100 000 00	-
98	Medical School Loan, Act of 1965	1 750 000 00	1 750 000 00	-	-	1 750 000 00 R	1 750 000 00	-
8157-33	Plans for science building	129 40 A	129 40	-	-	129 40 R	93 000 00	92 870 60
8256-30	Improv. & add. power plant & utility system	10 393 94 A	10 393 94	2 862 29	6 000 00	1 531 65 R	1 169 000 00	1 161 468 35
8258-35	Improv. & add. power plant & utility system	2 728 00 A	2 728 00	-	2 728 00	-	1 214 000 00	1 211 272 00
36	Science building	108 84 A	108 84	-	-	108 84 R	2 238 700 00	2 238 591 16
39	Plans for infirmary	213 23 A	213 23	213 23 K	-	-	59 786 77	59 786 77

8259-44	Constr. school of ed. & lab. practice school	34 593 35 A	34 593 35	-	34 593 35	-	2 002 901 90	1 968 308 55
45	Constr. 3rd. section of science center	407 660 30 A	407 660 30	10 898 74	61 497 81	335 263 75 R	1 943 894 00	1 547 132 44
46	Construction of infirmary	1 895 83 A	1 895 83	-	1 895 83	-	1 002 317 16	1 000 421 33
47	Improv. & add. power plt. & utility system	2 855 78 A	2 855 78	47 20	-	2 808 58 R	2 339 000 00	2 336 191 42
48	Constr. engineering & physics shop	19 997 38 A	19 997 38	6 964 00	13 033 38	-	860 000 00	846 966 62
51	Constr. cold storage laboratory	2 573 70 A	2 573 70	-	2 573 70	-	735 935 64	733 361 94
8260-23	Addition to dining commons	1 300 00 A	1 300 00	-	1 300 00	-	602 865 57	601 565 57
24	Improv. & add. power plt. & utility systems	5 554 27 A	5 554 27	-	3 460 00	2 094 27 R	450 000 00	444 445 73
26	Plans - physical education building for men	548 44 A	548 44	-	-	548 44 R	138 000 00	137 451 56
8261-04	Improv. & add. power plt. & utility systems	122 503 15 A	122 503 15	18 913 96	99 238 49	4 350 70 R	400 000 00	296 410 81
05	Constr. laboratory & classroom building	7 351 62 A	7 351 62	5 724 00	1 599 43	-	1 539 907 59	1 538 308 16
				28 19 D				
06	Construction of food technology building	285 734 72 A	285 734 72	229 990 06	42 678 41	13 066 25 R	1 600 000 00	1 544 255 34
08	Construction of addition to physics building	9 802 29 A	9 802 29	270 70	9 531 59	-	2 098 791 02	2 089 259 43
09	Constr. science center & seismograph bldg.	1 126 195 22 A	1 126 195 22	719 637 72	222 821 09	183 736 41 R	4 153 000 00	3 746 442 50
8262-11	Improv. & add. power plt. & utility systems	233 533 12 A	233 533 12	20 947 00	41 341 08	171 245 04 R	500 000 00	287 413 88
12	Acquisition of certain land	34 018 84 A	34 018 84	4 432 31	1 004 18	28 582 35 R	371 000 00	341 413 47
13	Constr. classrm. & office bldg. - sch. bus. adm.	113 746 19 A	113 746 19	12 681 25	13 045 42	88 019 52 R	2 044 344 00	1 943 279 06
14	Constr. physical education building for men	365 578 90 A	365 578 90	35 665 29	22 000 58	307 913 03 R	3 600 000 00	3 270 086 39
8265-17	Repairs and improvements	228 032 75 A	228 032 75	224 396 70	3 636 00	05	277 999 95	274 363 95
18	Repairs, improvements, etc. - dormitories	240 600 36 A	240 600 36	105 612 56	133 809 06	1 178 74	248 821 26	115 012 20
19	Administrative & maintenance equipment	23 574 84 A	23 574 84	23 537 57	29 95	7 32	74 992 68	74 962 73
20	Classroom & laboratory equipment	53 457 02 A	53 457 02	51 341 13	2 090 26	25 63	224 974 37	222 884 11
21	Sci., tech., educ. & ref. material for library	117 54 A	117 54	107 70	-	9 84	199 990 16	199 990 16
8266-11	Repairs and improvements	150 500 00	150 500 00	31 42	17 656 96	132 811 62 R	150 500 00	31 42
12	Equipment	327 000 00	327 000 00	64 630 97	223 759 19	38 609 84 R	327 000 00	64 630 97
13	Sci., tech., educ. & ref. material for library	200 000 00	200 000 00	194 739 27	5 260 73	-	200 000 00	194 739 27
8364-22	Repairs and improvements	31 756 55 A	31 756 55	31 456 00	-	300 55	74 186 49	74 186 49
24	Classroom and laboratory equipment	221 80 A	221 80	221 80	-	-	189 987 73	189 987 73
26	Renovation of older classrooms	250 000 00 A	250 000 00	96 356 25	90 316 71	63 327 04 R	250 000 00	96 356 25
27	Repairs and improvements to dormitories	58 764 81 A	58 764 81	58 678 30	36 62	49 89	297 990 99	297 954 37
28	Acq. & constr. - coal equip. & storage facilities	269 890 33 A	269 890 33	257 655 23	12 194 78	40 32	319 103 27	306 908 49
	Regional Community Colleges							
8063-20	Establishment of colleges in Boston, Greenfield, Springfield & Worcester areas	5 195 80 A	5 195 80	4 093 57	551 76	550 47 R	150 000 00	148 897 77
8064-32	Establishment of colleges in Boston, Greenfield, Springfield & Worcester areas	99 289 14 A	99 289 14	47 916 20	5 661 81	45 711 13 R	150 000 00	98 627 06
33	Est. comm. college - No. Central Worcester Co.	59 757 14 A	73 237 14	46 326 69	25 539 81	1 370 64 R	507 540 00	480 629 55
		13 480 00 D						
34	Study - location for Mass. Bay Comm. College	6 217 31 A	6 217 31	184 90	617 31	5 415 10 R	30 600 00	24 567 59
35	Acquisition of land & preparation of plans	292 600 00 A	292 600 00	206 463 23	85 695 62	441 15 R	300 000 00	213 863 23
8065-36	Acquisition of property & plans for develop., Mass. Bay Comm. Coll. & renov. of bldgs.	1 000 000 00 A	1 000 000 00	235 265 36	81 211 07	683 523 57 R	1 000 000 00	235 265 36
37	Plans - relocate Northern Essex Comm. Coll.	228 000 00 A	228 000 00	418 63	171 850 00	55 731 37 R	228 000 00	418 63
38	Acquisition of property & plans for relocation, Cape Cod Community College	94 560 00 A	94 560 00	37 479 00	57 081 00	-	100 000 00	42 919 00
39	Renov. bldg., provide fac., Holyoke Comm. Coll.	399 960 43 A	399 960 43	328 068 71	71 891 72	-	400 000 00	328 108 28
40	Establish. community college - North Shore	375 042 23 A	375 042 23	366 563 14	6 807 65	1 671 44 R	400 000 00	391 520 91
41	Devel. sys. & plans for coll. - Southeastern Mass.	95 852 25 A	95 852 25	47 263 39	-	48 588 86 R	100 000 00	51 411 14
8259-59	Establishment of a system	9 983 54 A	9 983 54	1 556 60	4 156 90	4 270 04 R	1 018 824 00	1 010 397 06
8261-36	Establishment of a system	24 447 13 A	24 447 13	-	-	24 447 13 R	300 000 00	275 552 87
8262-15	Establishment of a system	56 639 51 A	56 639 51	46 536 83	3 827 44	6 275 24 R	791 680 00	781 577 32
8363-13	Establishment of a system	3 170 01 A	3 170 01	63 27	-	3 106 74 R	255 000 00	251 893 26
8364-29	Equipment	434 00 A	434 00	434 00	-	-	2 999 14	2 999 14
	Office of the Board							
8265-22	Equipment	502 50 A	502 50	499 83	-	2 67	1 197 33	1 197 33
23	Sci., tech. & other educ. reference material	20 921 77 A	20 921 77	13 731 27	7 182 40	8 10	74 991 90	67 809 50

BOND FUNDS

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1966

		CURRENT FISCAL YEAR					CUMULATIVE TOTALS	
		Appropriations & Other Credits	Total Credits	Expenditures	Encumbrances	Unencumbered Balances	Total Authorization	Total Payments
	DEPARTMENT OF EDUCATION							
	Regional Community Colleges							
	Office of the Board							
8266-14	Equipment	$ 280 00	$ 280 00	$ -	$ -	$ 280 00 R	$ 280 00	$ -
15	Sci., tech. & other educ. ref. material	100 000 00	100 000 00	18 098 86	35 359 43	46 541 71 R	100 000 00	18 098 86
	Berkshire Community College							
8066-38	Plans - new community college	250 000 00	250 000 00	-	250 000 00	-	250 000 00	-
8265-27	Equipment	2 600 36 A	2 600 36	2 600 20	-	16	7 499 84	7 499 84
8266-19	Equipment	10 000 00	10 000 00	4 666 06	1 157 26	4 176 68 R	10 000 00	4 666 06
8364-34	Equipment	31 04 A	31 04	31 04	-	-	3 999 95	3 999 95
	Cape Cod Community College							
8064-55	Preliminary plans for relocation	16 335 01 A	16 335 01	16 215 64	100 00	19 37 R	40 000 00	39 880 63
8066-37	Constr. new community college	6 900 000 00	6 900 000 00	1 601 15	14 687 20	6 883 711 65 R	6 900 000 00	1 601 15
8265-26	Equipment	4 717 57 A	4 717 57	4 641 40	74 17	2 00	7 498 00	7 423 83
8266-18	Equipment	8 600 00	8 600 00	1 644 63	-	6 955 37 R	8 600 00	1 644 63
8364-32	Equipment	255 00 A	255 00	255 00	-	-	4 999 57	4 999 57
33	Sci., tech. & educ. ref. material - library	826 51 A	826 51	807 59	11 00	7 92	9 957 88	9 946 88
	Greenfield Community College							
8265-29	Equipment	32 40 A	32 40	-	30 42	1 98	3 498 02	3 467 60
8266-21	Equipment	9 700 00	9 700 00	3 187 87	3 501 50	3 010 63 R	9 700 00	3 187 87
8364-35	Equipment	125 60 A	125 60	23 00	102 60	-	3 991 40	3 888 80
	Holyoke Community College							
8066-39	Renov. former Holyoke High School building	1 000 000 00	1 000 000 00	1 781 68	94 619 95	903 598 37 R	1 000 000 00	1 781 68
8266-22	Equipment	15 000 00	15 000 00	220 00	54 25	14 725 75 R	15 000 00	220 00
	Massachusetts Bay Community College							
8265-24	Equipment	5 716 28 A	5 716 28	2 447 70	538 50	2 730 08	5 729 92	5 191 42
8266-16	Equipment	15 000 00	15 000 00	-	-	15 000 00 R	15 000 00	-
8364-30	Equipment	666 62 A	666 62	640 70	25 92	-	9 997 62	9 971 70
8266-23	Mt. Wachusetts Comm. College - equipment	50 000 00	50 000 00	1 564 25	19 950 70	28 485 05 R	50 000 00	1 564 25
	Northern Essex Community College							
8066-83	Preparation of site & installation of sewer drainage systems - new location	500 000 00	500 000 00	-	-	500 000 00 R	500 000 00	-
8265-25	Equipment	1 587 50 A	1 587 50	165 83	1 421 00	67	7 499 33	6 078 33
8266-17	Equipment	10 000 00	10 000 00	-	1 146 00	8 854 00 R	10 000 00	-
8364-31	Equipment	1 606 15 A	1 606 15	1 547 65	58 50	-	19 995 62	19 937 12
	Quinsigamond Community College							
8265-28	Equipment	9 670 31 A	9 670 31	9 578 31	90 00	2 00	10 928 00	10 838 00
8266-20	Equipment	60 000 00	60 000 00	7 445 32	14 438 67	38 116 01 R	60 000 00	7 445 32
8066-92	Southeastern Mass. Community College - land, plans and construction	575 000 00	575 000 00	-	35 960 00	539 040 00 R	575 000 00	-
40	South Shore Comm. Coll. - land, plans & constr.	575 000 00	575 000 00	-	39 281 81	535 718 19 R	575 000 00	-
	Division of Youth Service							
8260-28	Fire protection improvements	23 971 59 A	23 971 59	190 67	-	23 780 92 R	1 093 162 00	1 069 381 08
	Administration							
8265-30	Equipment	661 05 A	661 05	661 00	-	05	1 499 95	1 499 95
8266-24	Equipment	4 600 00	4 600 00	545 91	3 326 78	727 31 R	4 600 00	545 91

	Industrial School for Boys							
8063-21	Improvements to sewerage distribution system	75 000 00 A	75 000 00	-	4 400 00	70 600 00 R	75 000 00	-
70	Constr. staff house & central cafeteria	264 949 57 A	264 949 57	188 876 50	45 897 65	30 175 42 R	831 900 00	755 826 93
8065-42	Plans - security bldg., inc. fac. & adm. offices	125 000 00 A	125 000 00	-	120 000 00	5 000 00 R	125 000 00	-
43	Plumbing repairs and improvements	199 994 96 A	199 994 96	9 938 18	4 441 82	185 614 96 R	200 000 00	9 943 22
8157-37	Power plant improvements	34 66 A	34 66	34 66 K	-	-	161 265 34	161 265 34
8258-07	Addition to administration building	189 40 A	189 40	159 00 K	30 40	-	126 949 92	126 919 52
8259-61	Plans - improv. utility dist. sys. & power plt.	3 774 71 A	3 774 71	-	3 774 71	-	20 000 00	16 225 29
8260-69	Improv. power plt. & utility dist. systems	42 141 02 A	42 141 02	27 559 54	13 084 46	-	323 502 98	310 418 52
				1 497 02 D				
8265-31	Repairs and improvements	28 827 25 A	28 827 25	10 709 43	18 076 43	41 39	29 058 61	10 982 18
32	Equipment	5 609 60 A	5 609 60	4 895 60	340 00	374 00	9 626 00	9 286 00
8266-25	Repairs and improvements	7 000 00	7 000 00	-	-	7 000 00 R	7 000 00	-
26	Equipment	1 050 00	1 050 00	190 08	-	859 92 R	1 050 00	190 08
8363-16	Plumbing repairs	21 910 84 A	21 910 84	18 994 64	2 704 64	211 56 R	50 000 00	47 083 80
8364-37	Equipment	209 00 A	209 00	209 00	-	-	3 993 82	3 993 82
	Industrial School for Girls							
8063-22	Plans - new security treatment unit	9 769 86 A	9 769 86	9 606 47	163 39	-	30 000 00	29 836 61
8064-36	Constr. treatment unit, demol. bldg. & improv.	2 449 855 00 A	2 449 855 00	-	4 219 00	2 445 636 00 R	2 450 000 00	145 00
8066-41	Replace & renov. sanitary facilities - cottages	250 000 00	250 000 00	-	19 100 00	230 900 00 R	250 000 00	-
8265-33	Repairs and improvements	13 004 71 A	13 004 71	7 783 30	4 758 13	463 28	17 876 72	13 118 59
34	Equipment	2 079 56 A	2 079 56	1 869 02	-	210 54	9 639 46	9 639 46
8266-27	Equipment	1 680 00	1 680 00	1 194 98	-	485 02 R	1 680 00	1 194 98
8364-38	Repairs and improvements	9 696 45 A	9 696 45	9 242 04	454 41	-	9 766 00	9 311 59
	Lyman School for Boys							
8265-35	Repairs and improvements	2 647 70 A	2 647 70	630 00	1 800 00	217 70	8 782 30	6 982 30
36	Repairs - cafeteria roof and windows	25 000 00 A	25 000 00	15 902 28	5 928 28	3 169 44 R	25 000 00	15 902 28
37	Equipment	6 145 00 A	6 145 00	2 341 00	3 794 96	9 04	6 135 96	2 341 00
8266-28	Repairs and improvements	16 000 00	16 000 00	-	-	16 000 00 R	16 000 00	-
29	Equipment	5 350 00	5 350 00	-	1 576 00	3 774 00 R	5 350 00	-
8364-40	Equipment	3 709 60 A	3 709 60	3 673 83	-	35 77	7 716 80	7 716 80
	Judge John J. Connelly Youth Center							
8065-45	Plans - treatment unit, educ. & rec. fac. & offices	100 000 00 A	100 000 00	6 138 79	57 361 21	36 500 00 R	100 000 00	6 138 79
8066-42	Plans - addition to the youth center	50 000 00	50 000 00	-	46 540 00	3 460 00 R	50 000 00	-
8265-38	Repairs and improvements	8 150 80 A	8 150 80	4 355 75	3 795 05	-	9 600 00	5 804 95
39	Equipment	2 456 38 A	2 456 38	1 485 00	967 00	4 38	5 945 62	4 978 62
8266-30	Repairs and improvements	11 000 00	11 000 00	-	-	11 000 00 R	11 000 00	-
31	Equipment	4 000 00	4 000 00	-	3 216 00	784 00 R	4 000 00	-
8364-41	Repairs and improvements	1 767 00 A	1 767 00	1 767 00	-	-	4 511 80	4 511 80
	Institute of Juvenile Guidance							
8265-40	Equipment	96 16 A	96 16	-	44 73	51 43	2 973 57	2 928 84
8266-32	Equipment	1 800 00	1 800 00	1 362 00	-	438 00 R	1 800 00	1 362 00
8364-44	Equipment	272 00 A	272 00	272 00	-	-	1 564 39	1 564 39
	Reception & Detention Facilities for Girls							
8265-41	Repairs and improvements	1 714 00 A	1 714 00	1 697 80	-	16 20	1 983 80	1 983 80
42	Equipment	1 476 97 A	1 476 97	704 91	735 92	36 14	3 078 86	2 342 94
8266-33	Repairs and improvements	3 900 00	3 900 00	-	-	3 900 00 R	3 900 00	-
34	Equipment	3 000 00	3 000 00	493 94	-	2 506 06 R	3 000 00	493 94
8364-45	Repairs and improvements	4 978 67 A	4 978 67	4 903 17	75 50	-	5 984 00	5 908 50
46	Equipment	470 75 A	470 75	470 75	-	-	2 846 71	2 846 71
	Detention Center, Hampden County							
8265-43	Repairs and improvements	5 000 00 A	5 000 00	-	4 594 83	405 17	4 594 83	-
44	Equipment	1 318 60 A	1 318 60	880 00	373 00	65 60	3 084 40	2 711 40
8266-35	Repairs and improvements	800 00	800 00	-	-	800 00 R	800 00	-
36	Equipment	1 250 00	1 250 00	-	-	1 250 00 R	1 250 00	-
8364-47	Repairs and improvements	1 014 30 A	1 014 30	1 014 30	-	-	2 197 30	2 197 30
48	Equipment	265 00 A	265 00	265 00	-	-	1 982 17	1 982 17

BOND FUNDS

STATEMENT OF APPROPRIATIONS, EXPENDITURES AND UNENCUMBERED BALANCES AS OF JUNE 30, 1966

		CURRENT FISCAL YEAR					CUMULATIVE TOTALS	
		Appropriations & Other Credits	Total Credits	Expenditures	Encumbrances	Unencumbered Balances	Total Authorization	Total Payments
	DEPARTMENT OF EDUCATION							
	Division of Youth Service							
	Detention Center, Worcester County							
8265-46	Repairs and improvements	$ 5 000 00 A	$ 5 000 00	$ 4 371 11	$ 592 00	$ 36 89	$ 4 963 11	$ 4 371 11
47	Equipment	273 40 A	273 40	183 22	-	90 18	1 359 82	1 359 82
8266-37	Repairs and improvements	3 600 00	3 600 00	-	-	3 600 00 R	3 600 00	-
38	Equipment	1 700 00	1 700 00	799 62	895 60	4 78 R	1 700 00	799 62
8364-51	Repairs and improvements	2 150 00 A	2 150 00	2 150 00	-	-	2 425 00	2 425 00
	Residential Treatment Unit, Oakdale							
8064-37	Plans for new treatment unit	43 000 00 A	43 000 00	-	34 400 00	8 600 00 R	43 000 00	-
8065-46	Constr. treatment center & demol. building	1 000 000 00 A	1 000 000 00	-	54 100 00	945 900 00 R	1 000 000 00	-
8265-45	Equipment	1 463 87 A	1 463 87	1 445 95	-	17 92	1 907 08	1 907 08
	Youth Forestry Camp							
8265-48	Repairs and improvements	2 000 00 A	2 000 00	1 788 23	-	211 77	1 788 23	1 788 23
49	Equipment	2 499 11 A	2 499 11	2 496 50	-	2 61	5 297 39	5 297 39
8266-39	Equipment	3 900 00	3 900 00	-	-	3 900 00 R	3 900 00	-
8364-53	Repairs and improvements	884 60 A	884 60	884 60	-	-	4 961 83	4 961 83
54	Equipment	112 95 A	112 95	112 95	-	-	4 043 82	4 043 82

STATEMENT

TRUST FUNDS

	EXPENDABLE PRINCIPAL AND			
	Balance July 1,			Balance
TRUST FUND ACCOUNT	1965	Receipts	Payments	Total
Education:				
Massachusetts College of Art:				
Mercy A. Bailey	$ 237 52	$ 69 14	$ 100 00	$ 206 66
Robert Charles Billings	153 87	60 61	100 00	114 48
Annie E. Blake Scholarship	470 80	300 00	275 00	495 80
Annie L. Cox Scholarship	255 58	101 88	100 00	257 46
Marguerite Guilfoyle	1 107 04	41 24	-	1 148 28
Rebecca R. Joslin Scholarship	3 131 79	236 89 a	-	3 368 68
Albert H. Munsell	754 36	379 92	400 00	734 28
State Colleges:				
Bridgewater:				
Alice Smithick Mills	27 93	42 52	-	70 45
Elizabeth Case Stevens	1 011 55	557 50	1 153 02	416 03
Framingham:				
Robert Charles Billings	925 84	49 47	-	975 31
Helen M. Joyce Student Aid	3 637 58	91 57	-	3 729 15
Marion Louise Miller	365 16	6 00	-	371 16
Student Aid	376 30	15 00	-	391 30
Salem:				
Susan Marvin Barker Scholarship	139 80	128 80	60 00	208 60
Walter Parker Beckwith Scholarship	544 19	162 50	-	706 69
Ella Franklin Carr Memorial	1 097 82	30 00	-	1 127 82
Louise O. Twombly Scholarship	39 86	3 00	-	42 86
National Science Foundation Grt. - sec. sch.	2 266 12	11 200 00	11 470 11	1 996 01
Harriet L. Martin Scholarship	255 15	100 00	100 00	255 15
Westfield:				
Julia S. Noble Rockwood Scholarship	616 89	206 24	-	823 13
Worcester:				
Ella M. Whitney Scholarship	2 70	15 00	15 00	2 70
Lowell Technological Institute:				
Research Foundation	52 582 09	1 160 677 48	1 097 317 35	115 942 22

XXXII

(Schedule No. 1)

INCOME		NON - EXPENDABLE PRINCIPAL					
June 30, 1966		Balance July 1,			Balance June 30, 1966		
Cash	Investments	1966	Deposited	Withdrawn	Total	Cash	Investments
$ 206 66	$ -	$ 1 598 93	$ -	$ -	$ 1 598 93	$ -	$ 1 598 93
114 48	-	1 500 00	-	-	1 500 00	-	1 500 00
495 80	-	10 000 00	-	-	10 000 00	-	10 000 00
257 46	-	2 500 00	-	-	2 500 00	-	2 500 00
148 28	1 000 00	-	-	-	-	-	-
704 68	2 664 00	4 209 46	-	-	4 209 46	891 90	3 317 56
734 28	-	9 217 61	-	-	9 217 61	-	9 217 61
70 45	-	1 000 00	-	-	1 000 00	-	1 000 00
416 03	-	15 000 00	-	-	15 000 00	-	15 000 00
975 31	-	1 500 00	-	-	1 500 00	-	1 500 00
429 15	3 300 00	-	-	-	-	-	-
171 16	200 00	-	-	-	-	-	-
391 30	-	500 00	-	-	500 00	-	500 00
208 60	-	4 053 54	-	-	4 053 54	-	4 053 54
706 69	-	5 000 00	-	-	5 000 00	-	5 000 00
127 82	1 000 00	-	-	-	-	-	-
42 86	-	100 00	-	-	100 00	-	100 00
1 996 01	-	-	-	-	-	-	-
255 15	-	2 500 00	-	-	2 500 00	-	2 500 00
823 13	-	5 000 00	-	-	5 000 00	-	5 000 00
2 70	-	500 00	-	-	500 00	-	500 00
115 942 22	-	-	-	-	-	-	-

TRUST FUNDS

TRUST FUND ACCOUNT	Balance July 1, 1965	EXPENDABLE PRINCIPAL AND Receipts	Payments	Balance Total
Education:				
Division of the Blind:				
Educational Purposes	$ 46 249 51	$ 3 313 28	$ 2 684 87	$ 46 877 92
Jean M. LeBrun	2 498 93	55 20	-	2 554 13
Michael R. McCarthy	71 235 99	2 468 71	-	73 704 70
Lena M. Robinson	6 821 17	247 51	-	7 068 68
Division of Library Extension:				
Elizabeth P. Sohier	4 870 08	120 00	-	4 990 08
Other Educational:				
Mary A. Case	136 00	1 210 20	1 200 00	146 20
Regional Community Colleges	502 91	-	-	502 91
Gustavus A. Hinckley	585 84	151 64	-	737 48
Information Research Grant	-	3 000 00	2 500 00	500 00
Massachusetts School Fund #	32 245 02	81 528 49	113 773 51	-
Millicent Library	8 34	3 500 00	3 500 00	8 34
School Lunch Distribution and Salvage	121 187 12	394 729 60	334 382 73	181 533 99
Elizabeth R. Stevens	-	769 60	769 60	-
Frank S. Stevens	-	1 005 10	1 005 10	-
Surplus Property Board	87 151 43	183 590 25	198 760 60	71 981 08
Technical Education - Comm. Endowment	-	5 007 60	5 007 60	-
Technical Education - U. S. Endowment	-	10 950 00	10 950 00	-
Todd Teachers' College	8 695 54	775 84	660 21	8 811 17
Division of Youth Service:				
Industrial School for Girls:				
Fay	937 20	34 38	-	971 58
Lamb	1 206 93	42 50	-	1 249 43
Rogers Book	235 74	27 60	-	263 34
School Lunch Program	2 134 76	2 410 76	2 000 95	2 544 57
Industrial School for Boys:				
School Lunch Program	7 009 92	8 426 34	11 959 13	3 477 13
Institute of Juvenile Guidance:				
School Lunch Program	1 605 09	1 848 62	2 382 92	1 070 79
Lyman School for Boys:				
Lamb	2 006 31	47 50	-	2 053 81
Lyman	76 937 75	2 856 50	-	79 794 25
Lyman Trust	4 487 84	1 500 63	55 00	5 933 47
School Lunch Program	6 864 24	6 042 16	962 56	11 943 84
Judge John J. Connelly Youth Center:				
School Lunch Program	2 808 21	2 983 00	3 662 21	2 129 00
Reception and Detention Facilities for Girls:				
School Lunch Program	1 760 03	791 06	288 12	2 262 97
Residential Treatment Center - Oakdale:				
John Augustus	131 50	-	-	131 50
School Lunch Program	1 617 82	1 817 62	1 266 12	2 169 32
Stephen L. French Forestry Camp:				
School Lunch Program	978 44	451 46	646 55	783 35
Female Wards	2 396 50	537 64	141 45	2 792 69
Male Wards	992 88	774 10	386 00	1 380 98
Sub-total, Education Trust	$ 566 298 98	$ 1 897 489 65	$ 1 810 035 71	$ 653 752 92

(Schedule No. 1)

INCOME		NON - EXPENDABLE PRINCIPAL					
June 30, 1966		Balance July 1, 1965			Balance June 30, 1966		
Cash	Investments		Deposited	Withdrawn	Total	Cash	Investments
$ 1 377 92	$ 45 500 00	$ -	$ -	$ -	$ -	$ -	$ -
554 13	2 000 00	-	-	-	-	-	-
2 704 70	71 000 00	-	-	-	-	-	-
1 068 68	6 000 00	-	-	-	-	-	-
990 08	4 000 00	-	-	-	-	-	-
146 20	-	30 000 00	-	-	30 000 00	-	30 000 00
502 91	-	-	-	-	-	-	-
737 48	-	5 000 00	-	-	5 000 00	-	5 000 00
-	-	5 000 000 00	-	-	5 000 000 00	7 921 80	4 992 078 20
8 34	-	100 000 00	-	-	100 000 00	-	100 000 00
181 533 99	-	-	-	-	-	-	-
500 00	-	-	-	-	-	-	-
-	-	24 873 15	-	-	24 873 15	-	24 873 15
-	-	25 000 00	-	-	25 000 00	-	25 000 00
71 981 08	-	-	-	-	-	-	-
-	-	142 000 00	-	-	142 000 00	-	142 000 00
-	-	219 000 00	-	-	219 000 00	-	219 000 00
811 17	8 000 00	12 100 00	-	-	12 100 00	226 36	11 873 64
971 58	-	1 000 00	-	-	1 000 00	-	1 000 00
249 43	1 000 00	-	-	-	-	-	-
263 34	-	1 000 00	-	-	1 000 00	-	1 000 00
2 544 57	-	-	-	-	-	-	-
3 477 13	-	-	-	-	-	-	-
1 070 79	-	-	-	-	-	-	-
903 81	1 150 00	-	-	-	-	-	-
13 578 85	66 215 40	-	-	-	-	-	-
1 933 47	4 000 00	27 000 00	-	-	27 000 00	47 47	26 952 53
11 943 64	-	-	-	-	-	-	-
2 129 00	-	-	-	-	-	-	-
2 262 97	-	-	-	-	-	-	-
131 50	-	-	-	-	-	-	-
2 169 32	-	-	-	-	-	-	-
783 35	-	-	-	-	-	-	-
2 792 69	-	13 201 72	65 70	-	13 267 42	268 42	12 999 00
1 380 98	-	13 391 64	44 40	-	13 436 04	47 15	13 388 89
$ 436 723 52	$ 217 029 40	$5 677 746 05	$ 110 10	$ -	$5 677 856 15	$ 9 403 10	$5 668 453 05

AGENCY FUNDS

EDUCATIONAL TELEVISION PROGRAM FUND (Department of Education) (Code 6981)
(G. L. (Ter. Ed.) C. 71, S. 13F)

RECEIPTS

From cities and towns	$ 158 885 73
Balance, July 1, 1965	141 521 79
	$ 300 407 52

PAYMENTS

Expenses	$ 144 721 98
Balance, June 30, 1966	155 685 54
	$ 300 407 52

DETAILED TRANSACTIONS OF OTHER TRUST FUNDS

INCOME OF MASSACHUSETTS SCHOOL FUND (Code 6254)
(G. L. (Ter. Ed.) C. 7, S. 35)

RECEIPTS

Cash Balance, July 1, 1965	$ 32 245 02
Revenues Received:	
Investment earnings	81 528 49
	$ 113 773 51

PAYMENTS

Expenditures:	
To cities and towns	$ 113 773 51

STATEMENT XIV

SUMMARY OF AID TO CITIES AND TOWNS (12)

1964 - 1966

		STATE FUNDS				
Fiscal Year	Total State Funds	Welfare and Health	Education	Highway	Veterans' Services	Other
1966	$386 822 557 22	$210 997 427 50	$112 093 384 91	$ 14 542 812 15	$ 12 810 923 62	$ 36 378 009 04
1965	273 423 865 59	168 403 998 82	79 849 054 48	12 658 998 84	9 750 704 13	2 761 109 32
1964	253 897 964 26	153 194 703 62	69 181 764 48	18 588 634 14	10 531 890 59	2 400 971 43

TABLE NO. 1 - Roster of State-aided Vocational and Part-time Schools

School Year Ending June 30, 1966

Four hundred fifty-four (454) schools in operation during the year (or now) in one hundred sixty-one (161) cities, towns, counties, and regions listed alphabetically by types of schools, with date of establishment and name of Director.

Group I 1a - Fifty-seven Industrial Schools (boys)

Apponequet Regional Vocational High (Lakeville) - Sept. 1959; Lloyd E. Taber
Arlington Technical and Vocational High - Sept. 1946; Edmund J. Lewis
Attleboro Trade High - Nov. 1934; Henry A. Miller
Avon Vocational - Sept. 1956; Charles H. Francis
Barnstable Vocational High (Hyannis) - Nov. 1938; Victor E. Mazzarella
Belmont Vocational High - Sept. 1943; Leslie W. Crowson
Beverly - Claude E. Patten Trade High - Nov. 1926; Kenneth H. Briggs
Boston Trade High - Feb. 1912; Edward Terrenzi
Brockton Trade High - March 1934; Ralph G. Bumpus
Cambridge Vocational - Dec. 1934; John M. Tobin
Chicopee Vocational High - Sept. 1921; Alfred R. Rios
Dartmouth Vocational - Sept. 1947; Antone Bettencourt
Dighton-Rehoboth Regional Vocational (North Dighton) - Aug. 1960; Charles F. Day
Everett Vocational High - Sept. 1927; John W. Bates
Fall River - Diman Vocational High - May 1916; John P. Harrington
Fitchburg Vocational High - July 1936; Franklin M. Angevine
Framingham Vocational High - Sept. 1946; Joseph P. Keefe
Gloucester Vocational - Sept. 1940; Harold E. Geary, Sr.,
Greater Lawrence Regional Vocational-Technical (Andover) - Sept. 1965; James A. Booth
Greenfield Vocational - June 1936; Ralph E. Packard
Haverhill Trade - Nov. 1926; Thomas F. Garvey
Holyoke Trade High - Sept. 1914; William J. Dean
King Philip Regional Vocational High (Wrentham) - Oct. 1957; Preston I. Titus
Leominster Trade High - Sept. 1934; Emile S. Johnson
Lowell Trade High - Sept. 1911; Charles P. Conlon
Lynn Shoemaking - Aug. 1918; Stephen R. Callahan
Lynn Trade High - Sept. 1945; Michael C. O'Donnell
Malden Vocational High - Sept. 1941; Thomas Lafionatis
Marlboro Vocational - Sept. 1941; Joseph D. Brucchi
Medford - Melvin V. Weldon Vocational High - Nov. 1930; Walter D. Reid
Nantucket Vocational - Sept. 1941; James P. Kelley
New Bedford Vocational High - Nov. 1908; Z. Walter Janiak
New Salem Vocational High - Sept. 1958; John W. Filipek
Newton Technical High - Feb. 1909; Orrin M. Brawn
North Adams - Charles H. McCann Vocational Technical High - Sept. 1962; James R. Westall
Northampton's Vocational - Oct. 1908; B. Stanley Dowgert
Northbridge Vocational (Whitinsville) - March 1934; James S. Mullaney
Peabody Vocational High - Sept. 1944; Richard White
Pittsfield Vocational - April 1934; William L. Dehey
Provincetown Vocational - Sept. 1949; Arthur P. Malchman

Group I 1a - Fifty-seven Industrial Schools (Boys) (continued)

Quincy Vocational-Technical - Sept. 1912; Laurence H. Babin, Acting
Randolph Vocational High - Aug. 1955; Thomas L. Warren
Salem Vocational High - Sept. 1934; John M. Conway
Silver Lake Regional Vocational High (Kingston) - Aug. 1955; Ralph H. Binns
Somerville Trade High - Sept. 1910; Walter E. Struble
Southbridge - Cole Trade High - March 1932; Wilfred H. Learned
South Shore Vocational Technical High (Hanover) - Sept. 1962; Frederick J. Teed
Springfield Trade High - Sept. 1911; Edmond P. Garvey
Swansea Trade - Sept. 1952; Donald F. McCaffrey
Tantasqua Regional Vocational (Sturbridge) - Sept. 1964; John R. Russo
Taunton Vocational - Sept. 1934; Patrick H. Lyons
Waltham Vocational High - Sept. 1928; Lloyd F. VanArsdale
Wareham Vocational High - Sept. 1953; John J. Rolfe
Webster - Bartlett Vocational High - Aug. 1947; Frank E. Wylde
Westfield Trade High - Sept. 1911; Michael Gonzalez
Weymouth Vocational-Technical High - Feb. 1924; John F. Collins
Worcester Boys' Trade High - Feb. 1910; Edward J. Purcell

Group I 1a¹ - Nine Trade Preparatory Schools for Boys and Men

Dighton-Rehoboth Regional (North Dighton) - Jan. 1966; Charles F. Day
Fitchburg - Oct. 1961; Franklin M. Angevine
Greater Lawrence Regional (Andover) - Oct. 1965; James A. Booth
Leominster - Dec. 1960; Emile S. Johnson
Lynn - Oct. 1960; James P. Barry
North Adams - Charles H. McCann - Oct. 1963; James R. Westall
Pittsfield - Oct. 1964; William L. Dehey
Waltham - Jan. 1961; Lloyd F. VanArsdale
Westfield - Oct. 1962; Michael Gonzalez

Group I 1b - Six Day Industrial Schools (Girls)

Boston Trade High for Girls - Sept. 1909; Helen M. Moran
Essex County Independent Trade and Industrial Trade for Girls (Hathorne) - Oct. 1957; James F. Gallant
Fall River - Diman Vocational High for Girls - Sept. 1948; John P. Harrington
Norwood - Henry O. Peabody for Girls - Sept. 1942; Mrs. M. Adele Marcoux
Springfield Trade High for Girls - Jan. 1934; Edmond P. Garvey
Worcester - David Hale Fanning Trade High for Girls - Sept. 1911; Blanche M. Penn

Group I 1b¹ - Six Trade Preparatory Schools for Girls and Women

Boston - Jan. 1953; Helen M. Moran
Fall River - Sept. 1958; John P. Harrington
Plymouth-Carver Regional (Plymouth) - April 1966; F. Edward Nicholas
Silver Lake Regional (Kingston) - April 1966; Ralph H. Binns
Springfield - Oct. 1951; Dorothea Jameson
Waltham - Jan. 1966; Lloyd F. VanArsdale

Group I 2c - Seven Industrial Departments (Boston)

Brighton - Feb. 1929; Alexander Passaretti
Charlestown - Feb. 1929; Martin E. Keane
Dorchester - Feb. 1929; Walter J. Barry
East Boston - Feb. 1929; Murray Solomon
Hyde Park - Feb. 1929; John P. Doyle
Roxbury - Sept. 1929; Albert F. Hanrahan
South Boston - Jan. 1929; Stephen T. Reilly

Group I 2a - Twenty-three Part-time Cooperative Trade Schools

Arlington - Feb. 1954; Edmund J. Lewis
Beverly - Aug. 1909; Kenneth H. Briggs
Boston: Brighton - Sept. 1922; Alexander Passaretti
    Charlestown - Sept. 1919; Martin E. Keane
    Dorchester - Sept. 1920; Walter J. Barry
    East Boston - June 1925; Murray Solomon
    Hyde Park - Sept. 1919; John P. Doyle
    Roxbury - Sept. 1929; Albert F. Hanrahan
    South Boston - Jan. 1929; Stephen T. Reilly
Fitchburg - Oct. 1959; Franklin M. Angevine
Haverhill - Oct. 1953; Thomas F. Garvey
Holyoke - March 1948; William J. Dean
King Philip Regional (Wrentham) - Jan. 1966; Preston I. Titus
Lowell - Dec. 1965; Charles P. Conlon
Malden - Dec. 1965; Thomas Lafionatis
New Salem - Jan. 1966; John W. Filipek, Acting
Newton - March 1954; Orrin M. Brawn
North Adams - Charles H. McCann - Sept. 1965; James R. Westall
Northampton - Sept. 1953; B. Stanley Dowgert
Pittsfield - Sept. 1951; William L. Dehey
Southbridge - Sept. 1919; Wilfred H. Learned, Jr.
Springfield - April 1951; Edmond P. Garvey
Westfield - May 1951; Michael Gonzalez

Group I 2c^{1} - Thirty-seven Evening Industrial Schools (Men)

Barnstable - Oct. 1958; Victor E. Mazzarella
Beverly - Oct. 1965; Kenneth H. Briggs
Boston - Oct. 1908; Arthur J. Driscoll
Brockton - Sept. 1945; Ralph G. Pumpus, Acting
Chicopee - June 1945; Alfred R. Rios
Dighton-Rehoboth Regional (North Dighton)- Jan. 1963; Charles F. Day
Fall River - Oct. 1947; August Curt
Framingham - Oct. 1945; Joseph P. Keefe
Greater Lawrence Regional (Andover) - Oct. 1965; James A. Booth
Greenfield - Jan. 1962; Ralph E. Packard
Haverhill - March 1950; Thomas F. Garvey
Holyoke - April 1945; William J. Dean
King Philip Regional (Wrentham) - Nov. 1958; Preston I. Titus
Lawrence - March 1908; Daniel F. Sullivan
Leominster - March 1951; Emile S. Johnson
Lowell - Oct. 1945; Charles P. Conlon
Lynn Shoe - Jan. 1927; Stephen R. Callahan
Lynn Trade - Oct. 1946; James P. Barry

Group I 2c^1 - Thirty-seven Evening Industrial Schools (Men)
(continued)

Malden - Oct. 1945; Thomas Lafionatis
Marlboro - Oct. 1946; Joseph D. Brucchi
Medford - Nov. 1930; Walter D. Reid
New Bedford - Nov. 1907; Z. Walter Janiak
North Adams - Charles H. McCann - Oct. 1963; James R. Westall
Northampton - Oct. 1956; B. Stanley Dowgert
Pittsfield - Oct. 1948; William L. Dehey
Quincy - Nov. 1945; Laurence H. Babin, Acting
Salem - Oct. 1956; John M. Conway
Somerville Evening Trade - Oct. 1946; Walter E. Struble
Southbridge - Oct. 1936; Frank F. Skinyon
South Shore Vocational-Technical Evening Industrial (Hanover) - Jan. 1963;
Frederick J. Teed
Springfield - Feb. 1916; Dorothea Jameson
Taunton - Oct. 1956; Patrick H. Lyons
Waltham - Nov. 1945; Lloyd F. VanArsdale
Westfield - Oct. 1946; Michael Gonzalez
Weymouth - Oct. 1955; John P. Collins
Worcester - Feb. 1910; Edward J. Purcell

Group I 2c^2 - Two Evening Trade Extension Schools (Women)

Barnstable - Nov. 1965; Victor E. Mazzarella
Worcester - Oct. 1964; Blanche M. Penn

Group I 2d - Twenty-four Apprenticeship Schools

Boston - Nov. 1945; Jeffrey J. Keating
Boston Journeyman - Oct. 1955; Jeffrey J. Keating
Brockton - Oct. 1946; Ralph G. Bumpus, Acting
Fitchburg - Nov. 1946; Franklin M. Angevine
Framingham - Sept. 1965; Joseph P. Keefe
Greater Lawrence Regional (Andover) - Oct. 1965; James A. Booth
Haverhill - March 1949; Thomas F. Garvey
Holyoke - Nov. 1946; William J. Dean
King Philip Regional (Wrentham) - Oct. 1961; Preston I. Titus
Lawrence - Dec. 1946; Daniel F. Sullivan
Leominster - Oct. 1946; Emile S. Johnson
Lowell - Oct. 1946; Charles P. Conlon
Lynn - Jan. 1947; James P. Barry
Malden - Oct. 1946; Thomas Lafionatis
Marlboro - Jan. 1947; Joseph D. Brucchi
Medford - Nov. 1946; Walter D. Reid
Newton - Oct. 1939; Orrin M. Brawn
Pittsfield - Sept. 1927; William L. Dehey
Quincy - Oct. 1949; Laurence H. Babin
Springfield - Oct. 1944; Dorothea Jameson
Taunton - Feb. 1947; Patrick H. Lyons
Waltham - Sept. 1964; Lloyd F. VanArsdale
Weymouth - Oct. 1962; John P. Collins
Worcester - March 1943; Edward J. Purcell

Group III 1a - Nine Homemaking Schools

Cambridge - Dec. 1935; John M. Tobin
Everett - Oct. 1933; John W. Bates
Fall River - Sept. 1942; John P. Harrington
Lowell - Sept. 1911; Charles P. Conlon
New Bedford - Nov. 1907; Z. Walter Janiak
New Salem - Sept. 1935; John W. Filipek
Northampton - Oct. 1908; B. Stanley Dowgert
Springfield - Jan. 1934; Edmond P. Garvey
Worcester - Jan. 1931; Blanche M. Fenn

Group III 1b - Thirty-seven Day Household Arts Departments

Adams - Sept. 1936; Mrs. Ella Getty
Apponequet Regional (Lakeville) - Sept. 1961; John P. Ball
Barnstable - Sept. 1933; Victor E. Mazzarella
Belchertown - March 1925; Donald E. Geer
Bourne - Sept. 1928; Clayton E. Campbell
Charlton - Sept. 1949; William R. Ball
Dartmouth - Sept. 1935; Antone Bettencourt
Duxbury - Sept. 1953; Everett L. Handy
Easton - Sept. 1950; Julian S. Preuss
Fall River - Nov. 1919; Thomas W. Hammond
Falmouth - April 1925; Russell B. Marshall
Foxboro - Sept. 1953; William A. Glynn
Hadley - Aug. 1955; E. Curtis Hall
Haverhill - Sept. 1924; Robert Jackson
Hudson - Sept. 1938; J. Leo Mulready
King Philip Regional (Wrentham) - Sept. 1958; Preston I. Titus
Lee - Sept. 1938; Arthur L. Welcome
Marshfield - Sept. 1939; James P.Romeo
Narragansett Regional (Baldwinville) - Sept. 1957; Kenneth F. Bockus
Newburyport - Sept. 1941; Francis T. Breshahan
North Adams - Jan. 1935; Marion A. Sweeney
Northbridge - Sept. 1939; Mrs. Margaret C. Leonard
North Brookfield - Sept. 1958; Martin D. Leach
Palmer - Sept. 1936; Stanley Remiszewski
Pittsfield - Sept. 1922; William L. Dehey
Provincetown - Nov. 1931; Arthur P. Malchman
Salem - Sept. 1954; Chester R. Arnold
Saugus - Sept. 1955; Ashton F. Davis
Scituate - Sept. 1921; Edward L. Stewart
Silver Lake Regional (Kingston) - July 1955; Ralph H. Binns
Somerville - Nov. 1920; Leo C. Donahue
Tewksbury - Sept. 1959; Lawrence R. McGowan
Wachusett Regional (Holden) - Aug. 1954; Neal T. Skillings
Wareham - Sept. 1952; John J. Rolfe
West Bridgewater - Sept. 1941; Mrs. Barbara Davis
Westport - March 1924; Harold S. Wood
Winchendon - Sept. 1936; Ralph H. Meacham

Group III 3 - One hundred thirty-six Evening Practical Art Schools

Abington - April 1945; Leonard G. Palopoli
Adams - Sept. 1964; Andrew Gigliotti
Agawam - Jan. 1957; Richard H. Barry
Amherst-Pelham Regional (Amherst) - Oct. 1956; Paul E. Healy
Andover - Oct. 1945; Richard E. Neal
Apponequet Regional (Lakeville) - Oct. 1961; Lloyd E. Taber
Arlington - Jan. 1950; Charles Fagone and Ralph Gioiosa
Athol - Jan. 1950; Curtis F. Bumpus
Auburn - Sept. 1956; Priscilla A. Harney
Ayer - Nov. 1964; Andrew J. Soule
Barnstable - Nov. 1948; Victor E. Mazzarella
Bedford - Oct. 1956; Joseph B. Herlihy
Belmont - Oct. 1951; John F. Usher, Jr.
Beverly - Sept. 1919; Carmine J. Belmonte
Billerica - Oct. 1954; John D. O'Brien
Boston - Oct. 1912; Charles E. Schroeder
Bourne - Oct. 1961; Mrs. Mary Louise Rice
Braintree - Jan. 1948; G. Robert Jingozian
Bridgewater - Oct. 1951; Albert F. Hunt, Jr.
Brockton - Nov. 1926; Ralph G. Bumpus
Brookline - Jan. 1947; N. Wendell Weeks
Burlington - March 1949; Robert B. Murphy
Cambridge - Dec. 1942; John M. Tobin
Canton - Oct. 1954; John A. O'Connell
Chatham - Oct. 1958; Jesse J. Morgan
Chelmsford - Nov. 1962; George J. Betses
Chicopee - Nov. 1921; Alfred R. Rios
Concord-Carlisle Regional (Concord) - Sept. 1961; Joseph C. Regan
Danvers - Oct. 1962; Katherine M. Lawler
Dartmouth - March 1954; AntoneBettencourt
Douglas - Oct. 1960; H. Deane Hoyt
Dover - Oct. 1963; Fritz F. Lindquist
Duxbury - Oct. 1953; Everett L. Handy
East Bridgewater - Oct. 1964; Edward J. Meaney
Easthampton - Oct. 1953; Anthony R. Muscenti
East Longmeadow - Jan. 1954; Robert J. Jarvis
Easton - Sept. 1957; Julian S. Preuss
Essex - Oct. 1955; Philip E. Jalbert
Essex County (Hathorne) - July 1918; James F. Gallant
Everett - Oct. 1911; John W. Bates
Fall River - June 1943; John P. Harrington
Falmouth - March 1954; Russell B. Marshall
Foxboro - Jan. 1964; John P. Certure
Franklin - Jan. 1949; Mrs. Helen G. Thomas
Frontier Regional (South Deerfield) - Feb. 1960; Henry J. Zukowski
Gardner - Jan. 1962; Mrs. Helen C. Polymeros
Gloucester - March 1935; Kenneth E. Stickney
Greenfield - Oct. 1948; Ralph E. Packard
Hadley - March 1958; E. Curtis Hall
Hanover - April 1948; Philip N. Center
Harwich - March 1950; Jesse J. Morgan
Haverhill - Sept. 1964; Robert S. Jackson
Hingham - Oct. 1957; Theodore I. Ricci, Jr.
Holbrook - Oct. 1950; Irvin D. Reade
Holyoke - Oct. 1911; Dr. Marcella Kelly

Group III 3 - One hundred thirty-six Evening Practical Art Schools (continued)

Hudson - Jan. 1945; Martin J. Tierney
Hull - Feb. 1950; Peter V. Garofoli
King Philip Regional (Wrentham) - Nov. 1958; Preston I. Titus
Lawrence - March 1908; Daniel F. Sullivan
Leominster - Feb. 1916; Donald J. Geary
Lexington - Oct. 1946; Russell O. Mann
Lowell - Sept. 1911; Charles P. Conlon
Lunenburg - Jan. 1962; Anthony E. Stelluto
Lynn - Feb. 1920; Francis V. Kennedy
Mahar, Ralph C., Regional (Orange) - Oct. 1958; John E. Roche, Jr.
Mahchester - Oct. 1959; Alton L. Curtis
Medfield - Oct. 1964; John Cucco
Medford - Oct. 1922; Catherine Fuller
Medway - Jan. 1966; Francis J. Burke
Melrose - March 1946; Leon Tinel
Methuen - Oct. 1912; Arthur F. Baker
Middleboro - March 1949; Kenneth L. Johnson
Milford - Feb. 1955; David I. Davoren
Millis - March 1948; George C. Roy
Milton - April 1946; Robert E. Deakin
Montague - Oct. 1954; Robert L. Plaisted
Narragansett Regional (Baldwinville) - Oct. 1958; Anthony T. Safka
Nauset Regional (Orleans) - Oct. 1965; Paul M. Ellis
New Bedford - Nov. 1907; Z. Walter Janiak
Newton - Feb. 1909; Orrin M. Brawn
North Adams - Oct. 1948; Robert Cresto
Northampton - April 1942; B. StanleyDowgert
North Attleboro - Jan. 1950; Leon A. Regan
North Andover - Oct. 1965; Joseph F. Devon
Northbridge - Nov. 1941; James S. Mullaney
North Reading - March 1959; F. James W. Lazenby
Norwell - Oct. 1955; Catherine T. Martin
Norwood - Oct. 1944; Mrs. M. Adele Marcoux
Old Rochester Regional (Rochester) - Jan. 1962; Harold M. Gay
Palmer - March 1948; Leo J. Santucci
Pioneer Valley Regional (Northfield) - March 1958; F. Sumner Turner
Pittsfield - Oct. 1943; William L. Dehey
Plymouth-Carver Regional (Plymouth) - Sept. 1964; Joseph L. Robinson
Provincetown - Oct. 1948; Arthur P. Malchman
Quincy - Nov. 1945; Chester V. Sweatt
Randolph - April 1945; Francis A. Colosi
Raynham - Oct. 1965; Donald Fisher
Reading - Oct. 1957; John R. Copithorne
Revere - Feb. 1954; Louis C. Perullo
Rockland - Oct. 1949; John W. Rogers
Salem - Oct. 1940; Patrick T. Fallon
Saugus - Jan. 1957; Louise Solomita
Scituate - Dec. 1951; John J. Gibbons
Sharon - Oct. 1964; Nelson Robello
Shelburne - Jan. 1956; Roy A. Bither, Jr.
Silver Lake Regional (Kingston) - Jan. 1956; Richard St. Onge
Somerset - Sept. 1928; Thomas J. Daly
Somerville - Oct. 1911; Leo C. Donahue

Group III 3 - One hundred thirty-six Evening Practical Art Schools (continued)

Southbridge - Sept. 1947; Frank P. Skinyon
South Hadley - Oct. 1953; Gerald W. Hoar
Spencer - Nov. 1948; Edward R. McDonough
Springfield - Oct. 1935; Dorothea L. Jameson
Stoughton - Sept. 1953; Donald W. Kimtis
Swampscott - Oct. 1957; Harold I. Power
Swansea - Sept. 1947; Mrs. Avis B. Phillips
Taunton - Oct. 1945; Patrick H. Lyons
Tewksbury - Oct. 1960; Francis Sheehan
Truro - Nov. 1949; Arthur P. Malchman
Wakefield - Feb. 1954; John S. Zynski
Waltham - Nov. 1943; Edward P. Chaisson
Ware - Oct. 1962; Mrs. Eleanor Wilson
Wareham - Feb. 1950; John J. Rolfe
Webster - Dec. 1934; Howard V. McGuinness
Wellesley - Oct. 1950; John C. Howard, Jr.
West Bridgewater - Oct. 1963; Donald A. Fisher
Westfield - Nov. 1948; Michael Gonzalez
Westport - Oct. 1955; Harold S. Wood
West Springfield - Oct. 1961; Mrs. Mary R. A. Lovett
Westwood - Oct. 1948; Duane E. Kocina
Weymouth - Oct. 1946; Harold G. Olson
Whitman-Hanson Regional (Whitman) - Oct. 1961; Robert S. Teahan
Wilmington - Oct. 1962; Harold S. Shea
Winchendon - Jan. 1952; Ralph H. Meacham
Woburn - Jan. 1952; James F. Brennan
Worcester - Sept. 1911; Blanche M. Penn
Yarmouth - Feb. 1951; Gregory C. Drake

Group IV 1a - Five Day Agricultural Schools

Bristol County (Segreganset) - Sept. 1913; John B. Farrar
Essex County Agricultural and Technical Institute (Hathorne) - Oct. 1913; James F. Gallant
New Salem - Sept. 1920; John W. Filipek
Norfolk County (Walpole) - Oct. 1916; Thomas McGarr
Northampton - Smith's - Oct. 1908; H. Stanley Dowgert

Group IV 1b - Twelve Vocational Agricultural Departments

Barnstable - Sept. 1934; Victor E. Mazzarella
Boston (Jamaica Plain) - Nov. 1918; Thomas A. Roche
Charlton - Sept. 1949; William R. Ball
Narragansett Regional (Baldwinville) - Sept. 1957; Kenneth F. Bockus
North Brookfield - July 1956; Martin D. Leach
Pioneer Valley Regional (Northfield) - Sept. 1957; George M. Leonard
Shelburne - March 1920; Herbert S. Merritt
Silver Lake Regional (Kingston) - July 1955; Ralph H. Binns
Stockbridge - June 1936; Wilfred M. Gallagher
Wachusett Regional (Holden) - July 1954; Neal T. Skillings
Westport - Aug. 1925; Harold S. Wood
Worcester - May 1917; Carl J. Berg

Group IV 3 - Five Vocational Agricultural Departments (evening)

Barnstable - Feb. 1966; Victor E. Mazzarella
Essex County (Hathorne) - Dec. 1926; James F. Gallant
Narragansett Regional (Baldwinville) - Nov.1958; Anthony T. Safka
Wachusett Regional (Holden) - Nov. 1956; Neal T. Skillings
Westport - July 1953; Harold S. Wood

Group V 1a - Twenty-seven Part-time Cooperative Distributive Occupations Schools

Beverly - Sept. 1957; William J. Foley
Boston:
  Dorchester - Sept. 1937; Edward Leach
  East Boston - Sept. 1937; Edward Leach
  Hyde Park - Sept. 1961; Edward Leach
  Jamaica Plain - Sept. 1937; Edward Leach
  Jeremiah E. Burke - Sept. 1960; Edward Leach
Braintree - Sept. 1961; Walter K. Hjelm
Brockton - Sept. 1944; Ralph G. Bumpus
Chicopee - Sept. 1950; John L. Fitzpatrick
Dartmouth - Sept. 1965; John E. Erickson
Essex County (Hathorne) - Dec. 1960; James F. Gallant
Fitchburg - April 1956; Stanley A. Good
Hanover - Sept. 1965; Robert P. Fox
Lowell - Sept. 1946; Charles P. Conlon
Malden - Sept. 1962; Thomas Lafionatis
Medford - Feb. 1942; Walter D. Reid
Melrose - Sept. 1964; Stanley Robinson
Peabody - Nov. 1956; Arthur J. Barry
Pittsfield - Sept. 1941; William L. Dehey
Quincy - Sept. 1946; Lloyd M. Creighton
Salem - Sept. 1948; John M. Conway
Saugus - April 1961; Ashton F. Davis
Somerville - Sept. 1948; Walter E. Struble
Springfield - Sept. 1963; Edmond P. Garvey
Waltham - Sept. 1963; Lloyd F. VanArsdale
Weymouth - Sept. 1960; Wallace L. Whittle
Winthrop - Sept. 1965; Robert R. Ierardi

Group V 2 - Six Evening Distributive Occupations Schools

Boston - April 1943; Edward Leach
Greater Lawrence Regional (Andover) - Nov. 1965; James A. Booth
Malden - Nov. 1953; Thomas Lafionatis
Peabody - Nov. 1965; Richard White
Pittsfield - Nov. 1953; William L. Dehey
Revere - Oct. 1965; Louis C. Perullo

Group VI 1 - Thirteen Day Practical Nursing Schools

Boston - Sept. 1957; Helen M. Moran
Essex County (Hathorne) - Dec. 1961; James F. Gallant
Fall River - Sept. 1959; John P. Harrington
Holyoke - Feb. 1965; William J. Dean
Lawrence - Sept. 1958; Daniel F. Sullivan
Lowell - Sept. 1962; Charles P. Conlon
North Adams - Charles H. McCann - Oct. 1962; James R. Westall

Group VI 1 - Thirteen Day Practical Nursing Schools (continued)

Northampton - Nov. 1960; B. Stanley Dowgert
Norwood - Sept. 1960; Mrs. M. Adele Marcoux
Pittsfield - Feb. 1958; William L. Dehey
Springfield - Sept. 1957; Edmond P. Garvey
Taunton - Feb. 1957; Patrick H. Lyons
Worcester - Sept. 1953; Blanche M. Penn

Group VI 2 - Two Evening Trade Extension Schools (Women) - Practical Nursing

Springfield - Sept. 1957; Dorothea Jameson
Worcester - Sept. 1964; Blanche M. Penn

Group VII 1 - Seventeen Day Area Vocational-Technical Schools

Arlington - Sept. 1961; Edmund J. Lewis
Beverly - Nov. 1964; Kenneth H. Briggs
Boston - Sept. 1964; Joseph D'Avella
Fall River - Sept. 1959; John P. Harrington
Greater Lawrence Regional (Andover) - Sept. 1965; James A. Booth
Leominster - Feb. 1959; Emile S. Johnson
Lynn - Feb. 1959; Michael C. O'Donnell
Marlboro - Sept. 1962; Joseph D. Brucchi
Medford - Sept. 1959; Walter D. Reid
New Bedford - Sept. 1961; Z. Walter Janiak
Newton - Feb. 1959; Orrin M. Brawn
Pittsfield - Feb. 1959; William L. Dehey
Quincy - Feb. 1959; Laurence H. Babin
South Shore (Hanover) - Feb. 1963; Frederick J. Teed
Springfield - Sept. 1959; Edmond P. Garvey
Weymouth - Sept. 1962; John P. Collins
Worcester Industrial Technical Institute - Sept. 1960; Edward J. Purcell

Group VII 2 - Fourteen Evening Area Vocational-Technical Schools

Beverly - Oct. 1965; Kenneth H. Briggs
Fall River - Sept. 1964; August Curt
Framingham - Sept. 1959; Joseph P. Keefe
Leominster - Nov. 1959; Emile S. Johnson
Lynn - Oct. 1959; James P. Barry
Marlboro - Oct. 1965; Joseph D. Brucchi
Medford - Sept. 1959; Walter D. Reid
NewBedford - Nov. 1960; Z. Walter Janiak
Pittsfield - Jan. 1960; William L. Dehey
Quincy - Oct. 1960; Laurence H. Babin
South Shore (Hanover) - Jan. 1963; Frederick J. Teed
Springfield - Nov. 1961; Dorothea Jameson
Westfield - Sept. 1963; MichaelGonzalez
Worcester - Feb. 1960; Edward J. Purcell

Table No. 2 - Consolidated Financial State by Types of Schools

School Year Ending June 30, 1965

CITIES, TOWNS, COUNTIES AND REGIONS	EXPENDITURES			RECEIPTS		
1	Capital Expenditures 2	School Maintenance 3	Total 4	School Income 5	Net Maintenance 6	State Reimbursement 7
GROUP I 1a BOYS' DAY INDUSTRIAL SCHOOL						
Apponequet Regional	14,096.78	53,973.93	68,070.71	11,326.54	42,647.39	21,323.70
Arlington	16,379.72	111,092.60	127,472.32	17,065.49	94,027.11	47,013.55
Attleboro	20,450.71	140,351.27	160,801.98	7,065.92	133,285.35	66,642.68
Avon	155.00	22,628.61	22,783.61	562.56	22,066.05	11,033.03
Barnstable	10,935.50	113,819.33	124,754.83	25,897.17	87,922.16	43,961.08
Belmont	55,936.02	86,491.80	142,427.82	15,678.30	70,813.50	35,406.75
Beverly - Claude H. Patten	2,295.68	145,531.64	147,827.32	19,178.67	126,352.97	63,176.49
Blackstone Valley Regional	148,736.00	---	148,736.00	---	---	---
Blue Hills Regional	98,056.00	---	98,056.00	---	---	---
Boston	77,783.88	1,018,878.96	1,096,662.84	77,590.62	941,288.34	470,644.17
Brockton	2,610.28	97,335.16	99,945.44	30,951.12	66,384.04	33,192.02
Cambridge	---	57,235.26	57,235.26	200.00	57,035.26	28,517.63
Chicopee	10,260.00	162,008.11	172,268.11	14,787.56	147,220.55	73,610.28
Dartmouth	881.61	23,896.17	24,777.78	475.00	23,421.17	11,710.59
Dighton-Rehoboth Regional	---	51,691.68	51,691.68	6,623.14	45,068.54	22,534.27
Everett	48,139.05	238,886.12	287,025.17	15,592.41	223,293.71	111,646.86
Fall River - Diman	23,642.87	198,412.26	222,055.13	3,623.62	194,788.64	97,394.32
Fitchburg	1,964.50	88,267.68	90,232.18	3,273.89	84,993.79	42,496.90
Framingham	7,968.75	106,585.23	114,553.98	16,542.45	90,042.78	45,021.39
Gloucester	993.13	103,697.80	104,690.93	4,193.00	99,504.80	49,752.40
Greater Fall River Regional	53,279.00	---	53,279.00	---	---	---
Greater Lawrence Regional	1,121,571.00	---	1,121,571.00	---	---	---
Greenfield	5,164.50	142,845.15	148,009.65	74,729.77	68,115.38	34,057.69
Haverhill	18,307.04	339,899.77	358,206.81	93,032.94	246,866.83	123,433.42
Holyoke	5,159.04	193,681.09	198,840.13	32,136.18	161,544.91	80,772.46
King Philip Regional	16,874.21	73,454.63	90,328.84	10,446.68	63,007.95	31,503.98
Leominster	7,332.28	103,934.69	111,266.97	11,934.98	91,999.71	45,999.85
Lowell	2,120.30	214,696.25	216,816.55	9,509.03	205,187.22	102,593.61
Lynn Shoe	9,441.72	109,930.46	119,372.18	15,167.96	94,762.50	47,381.25
Lynn Trade	---	210,999.27	210,999.27	8,353.03	202,646.24	101,323.12
Malden	171.20	91,826.58	91,997.78	9,162.15	82,664.43	41,332.21
Marlboro	5,316.53	76,462.68	81,779.21	7,236.30	69,226.38	34,613.19
Medford - Melvin V. Weldon	12,921.27	229,139.60	242,060.87	21,165.01	207,974.59	103,987.30
Nantucket	---	29,209.00	29,209.00	2,855.46	26,353.54	13,176.77
New Bedford	56,406.58	429,667.17	486,073.75	69,278.82	360,388.35	180,194.18
New Salem	6,789.00	36,126.97	42,915.97	27,915.40	8,211.57	4,105.79
Newton	7,873.46	300,087.39	307,960.85	46,684.47	253,402.92	126,701.46
North Adams - Charles H. McCann	20,816.61	275,060.75	295,877.36	86,826.51	188,234.24	94,117.12
Northampton	46,679.52	228,817.66	275,497.18	69,946.11	158,871.55	79,435.78
Northbridge	15.93	13,598.46	13,614.39	443.68	13,154.78	6,577.39
Peabody	277,457.65	75,546.68	353,004.33	5,285.03	70,261.65	35,130.83
Pittsfield	22,513.48	193,236.06	215,749.54	13,069.21	180,166.85	90,083.43
Provincetown	---	22,191.84	22,191.84	1,247.84	20,944.00	10,472.00
Quincy	10,246.96	259,132.42	269,379.38	30,595.40	228,537.02	114,268.51
Randolph	289.50	25,447.07	25,736.57	587.58	24,859.49	12,429.75
Salem	1,015.42	88,380.40	89,395.82	2,523.65	85,856.75	42,928.38

I 1a (continued) 1	2	3	4	5	6	7
Silver Lake Regional	1,331.61	44,216.47	45,548.08	6,557.00	37,659.47	18,829.74
Somerville	1,008.50	211,189.52	212,198.02	14,755.05	196,434.47	98,217.24
Southbridge - Cole	---	96,854.42	96,854.42	3,452.23	93,402.19	46,701.09
Southeastern Regional	152,135.00	---	152,135.00	---	---	---
South Shore	51,367.93	259,933.78	311,301.71	35,655.02	224,278.76	112,139.38
Springfield	1,380.37	591,025.69	592,406.06	156,820.64	434,205.05	217,102.52
Swansea	---	13,522.20	13,522.20	100.00	13,422.20	6,711.10
Tantasqua	39,602.41	74,358.35	113,960.76	36,238.32	38,120.03	19,060.02
Taunton	1,272.32	78,971.93	80,244.25	13,751.34	65,220.59	32,610.29
Upper Cape Cod Regional	---	1,350.00	1,350.00	1,350.00	---	---
Waltham	3,824.05	237,996.05	241,820.10	22,482.18	215,513.87	107,756.94
Wareham	---	21,407.36	21,407.36	1,433.20	19,974.16	9,987.08
Webster - Bartlett	912.78	64,571.82	65,484.60	17,497.00	47,074.82	23,537.41
Westfield	3,224.18	254,110.82	257,335.00	37,023.30	217,087.52	108,543.76
Weymouth	53,245.56	227,532.44	280,778.00	32,070.00	195,462.44	97,731.22
Worcester	3,796.95	680,287.97	684,084.92	109,915.17	570,372.80	285,186.40
TOTAL	2,562,149.34	9,441,484.47	12,003,633.81	1,409,861.10	8,031,623.37	4,015,811.77
FISHERIES						
Gloucester	1,253.79	7,947.98	9,201.77	3,474.00	4,473.98	2,236.99
Total	1,253.79	7,947.98	9,201.77	3,474.00	4,473.98	2,236.99
GROUP I 1a^1 - BOYS' TRADE PREPARATORY SCHOOLS						
Fitchburg	---	1,647.40	1,647.40	82.45	1,564.95	782.48
Leominster	---	1,422.50	1,422.50	405.00	1,017.50	508.75
Lynn	---	2,454.71	2,454.71	341.80	2,112.91	1,056.46
North Adams - Charles H. McCann	---	1,719.00	1,719.00	188.00	1,531.00	765.50
Pittsfield	---	735.00	735.00	---	735.00	367.50
Waltham	---	2,835.40	2,835.40	373.80	2,461.60	1,230.80
Westfield	---	3,982.66	3,982.66	411.75	3,570.91	1,785.45
TOTAL	---	14,796.67	14,796.67	1,802.80	12,993.87	6,496.94
GROUP I 1b - GIRLS' DAY INDUSTRIAL SCHOOLS						
Boston	29,610.00	254,373.37	283,983.37	26,400.08	227,973.29	113,986.65
Essex County	1,247.00	34,167.25	35,414.25	1,000.00	33,167.25	16,583.63
Fall River - Diman	---	40,616.99	40,616.99	301.90	40,315.09	20,157.55
Norwood - Henry O. Peabody	34.24	104,000.10	104,034.34	41,401.26	62,598.84	31,299.42
Springfield	---	157,563.22	157,563.22	19,809.50	137,753.72	68,876.86
Worcester - David Hale Fanning	25,753.98	194,874.86	220,628.84	68,877.72	125,997.14	62,998.57
TOTAL	56,645.22	785,595.79	842,241.01	157,790.46	627,805.33	313,902.68

1	2	3	4	5	6	7
GROUP I 1b[1] - GIRLS' TRADE PREPARATORY SCHOOLS						
Boston	---	3,100.00	3,100.00	---	3,100.00	1,550.00
Fall River	---	569.96	569.96	690.60	20.64	---
Springfield	---	709.54	709.54	37.00	672.54	336.27
TOTAL	---	4,379.50	4,379.50	727.60	3,793.18	1,886.27
GROUP I 1c - INDUSTRIAL DEPARTMENTS						
Boston	9,976.00	517,657.79	527,633.79	31,546.70	486,111.09	243,055.54
TOTAL	9,976.00	517,657.79	527,633.79	31,546.70	486,111.09	243,055.54
GROUP I 2a - PART-TIME COOPERATIVE TRADE SCHOOLS						
Arlington	---	360.00	360.00	360.00	---	---
Beverly	---	22,287.28	22,287.28	9,887.10	12,400.18	6,200.09
Boston	---	242,959.59	242,959.59	33,059.53	209,900.06	104,950.03
Fitchburg	---	9,818.88	9,818.88	305.00	9,513.88	4,756.94
Haverhill	---	24,851.52	24,851.52	11,397.00	13,454.52	6,727.26
Holyoke	---	12,894.13	12,894.13	1,485.00	11,409.13	5,704.56
Newton	---	8,315.00	8,315.00	518.00	7,797.00	3,898.50
Northampton	---	5,507.20	5,507.20	---	5,507.20	2,753.60
Pittsfield	---	12,201.70	12,201.70	1,936.00	10,265.70	5,132.85
Southbridge	---	25,239.78	25,239.78	4,086.70	21,153.08	10,576.54
Springfield	---	62,011.20	62,011.20	24,297.15	37,714.05	18,857.02
Westfield	---	30,521.65	30,521.65	4,280.00	26,241.65	13,120.82
TOTAL	---	456,967.93	456,967.93	91,611.48	365,356.45	182,678.21
GROUP I 2c[1] - MEN'S EVENING INDUSTRIAL SCHOOLS						
Apponequet	---	1,219.29	1,219.29	515.20	704.09	352.04
Barnstable	---	1,225.25	1,225.25	388.80	836.45	418.23
Boston	---	41,215.70	41,215.70	10,005.95	31,209.75	15,604.88
Brockton	---	3,929.16	3,929.16	879.36	3,049.80	1,524.90
Chicopee	---	7,098.74	7,098.74	536.20	6,562.54	3,281.26
Dighton-Rehoboth Regional	---	415.20	415.20	265.20	150.00	75.00
Fall River	---	1,912.39	1,912.39	112.00	1,800.39	900.20
Framingham	---	4,522.35	4,522.35	1,614.78	2,907.57	1,453.78
Greenfield	---	1,279.12	1,279.12	1,005.60	273.52	136.76
Haverhill	---	6,408.10	6,408.10	4,555.35	1,852.75	926.38
Holyoke	---	8,986.35	8,986.35	626.85	8,359.50	4,179.75
King Philip Regional	---	1,456.74	1,456.74	516.00	940.74	470.37
Lawrence	---	11,289.79	11,289.79	1,418.70	9,871.09	4,935.55
Leominster	---	2,205.00	2,205.00	1,508.40	696.60	348.30
Lowell	---	5,008.60	5,008.60	1,481.75	3,526.85	1,763.43
Lynn Shoe	300.56	9,290.58	9,591.14	4,216.88	5,073.70	2,536.85
Lynn Trade	197.62	13,974.21	14,171.83	5,946.87	8,027.34	4,013.67
Malden	---	2,237.25	2,237.25	299.60	1,937.65	968.83
Marlboro	---	3,041.26	3,041.26	174.60	2,866.66	1,433.33
Medford	---	6,931.97	6,931.97	636.50	6,295.47	3,147.74
New Bedford	---	11,827.31	11,827.31	8,357.78	3,469.53	1,734.77
Newton	---	4,671.10	4,671.10	4,671.00	.10	.05
North Adams - Charles H. McCann	---	3,665.75	3,665.75	266.00	3,399.75	1,699.88
Northampton	---	905.00	905.00	845.50	59.50	29.75
Pittsfield	---	5,371.50	5,371.50	1,729.00	3,642.50	1,821.25

I $2c^1$ (continued) 1	2	3	4	5	6	7
Provincetown	---	598.60	598.60	---	598.60	299.30
Quincy	---	5,481.35	5,481.35	3,161.30	2,320.05	1,160.03
Salem	---	500.00	500.00	117.50	382.50	191.25
Somerville	265.00	6,714.60	6,979.60	791.10	5,923.50	2,961.75
Southbridge	---	2,040.57	2,040.57	465.00	1,575.57	787.79
South Shore	---	8,377.33	8,377.33	2,212.00	6,165.33	3,082.67
Springfield	351.10	21,311.64	21,662.74	13,231.40	8,080.24	4,040.24
Taunton	---	1,268.00	1,268.00	123.60	1,144.40	572.20
Waltham	---	3,416.75	3,416.75	707.10	2,709.65	1,354.83
Westfield	---	3,096.00	3,096.00	599.00	2,497.00	1,248.50
Weymouth	---	4,524.34	4,524.34	2,477.10	2,047.24	1,023.62
Webster	---	231.88	231.88	231.88	---	---
Worcester	---	45,603.20	45,603.20	25,245.37	20,357.83	10,178.92
TOTAL	1,114.28	263,251.97	264,366.25	101,936.22	161,315.75	80,658.05
GROUP I $2c^2$ - EVENING TRADE EXTENSION SCHOOLS (WOMEN)						
Worcester	---	890.00	890.00	---	890.00	445.00
TOTAL	---	890.00	890.00	---	890.00	445.00
GROUP I 2d - EVENING APPRENTICESHIP SCHOOLS						
Boston and Journeyman	---	100,227.84	100,227.84	47,488.40	52,739.44	26,369.72
Brockton	---	6,338.26	6,338.26	1,688.00	4,650.26	2,325.13
Fitchburg	---	1,684.76	1,684.76	1,555.80	128.96	64.48
Haverhill	---	2,134.38	2,134.38	712.25	1,422.13	711.06
Holyoke	---	5,802.32	5,802.32	647.80	5,154.52	2,577.26
King Philip Regional	---	1,170.00	1,170.00	455.25	714.75	357.38
Lawrence	---	4,268.83	4,268.83	748.40	3,520.43	1,760.22
Leominster	---	819.00	819.00	517.50	301.50	150.75
Lowell	---	4,429.10	4,429.10	598.75	3,830.35	1,915.18
Lynn	197.63	9,191.69	9,389.32	5,034.30	4,157.39	2,078.70
Malden	---	2,172.00	2,172.00	---	2,172.00	1,086.00
Marlboro	---	1,487.05	1,487.05	169.80	1,317.25	658.63
Medford	---	3,499.34	3,499.34	1,879.50	1,619.84	809.92
Newton	---	2,777.21	2,777.21	1,403.10	1,374.11	687.06
Pittsfield	---	9,933.07	9,933.07	6,215.10	3,717.97	1,858.98
Quincy	---	8,312.38	8,312.38	1,656.70	6,655.68	3,327.84
Springfield	---	8,930.33	8,930.33	5,893.70	3,036.63	1,518.32
Taunton	---	1,104.00	1,104.00	716.20	387.80	193.90
Waltham	---	1,225.80	1,225.80	1,225.80	---	---
Weymouth	---	655.00	655.00	364.20	290.80	145.40
Worcester	552.82	6,885.08	7,437.90	3,856.80	3,028.28	1,514.14
TOTAL	750.45	183,047.44	183,797.89	82,827.35	100,220.09	50,110.07
GROUP III 1a - DAY HOUSEHOLD ARTS SCHOOLS						
Cambridge	---	29,266.88	29,266.88	1,827.00	27,439.88	13,719.94
Everett	138.50	14,994.17	15,132.67	678.00	14,316.17	7,158.09
Fall River	---	24,804.20	24,804.20	2.40	24,801.80	12,400.90

III 1a (Continued) 1	2	3	4	5	6	7
Lowell	---	83,191.09	83,191.09	8,867.00	74,324.09	37,162.05
New Bedford	616.50	130,388.89	131,005.39	63,248.94	67,139.95	33,569.98
New Salem	1,243.00	18,348.63	19,591.63	18,255.00	93.63	46.81
Northampton	1,791.18	48,320.56	50,111.74	15,115.40	33,205.16	16,602.58
Springfield	---	23,329.07	23,329.07	14,326.78	9,002.29	4,501.15
Worcester	75.45	67,568.72	67,644.17	24,165.51	43,403.21	21,701.61
TOTAL	3,864.63	440,212.21	444,076.84	146,486.03	293,726.18	146,863.11
GROUP III 1b - DAY HOUSEHOLD ARTS DEPARTMENTS						
Adams	266.50	5,892.61	6,159.11	112.00	5,780.61	2,890.32
Apponequet Regional	---	6,216.10	6,216.10	5,000.00	1,216.10	608.05
Barnstable	---	8,120.70	8,120.70	659.00	7,461.70	3,730.85
Belchertown	---	3,469.22	3,469.22	---	3,469.22	1,734.61
Beverly	---	6,120.84	6,120.84	---	6,120.84	3,060.42
Bourne	---	4,094.55	4,094.55	---	4,094.55	2,047.28
Charlton	---	4,464.66	4,464.66	---	4,464.66	2,232.33
Dartmouth	29.95	6,114.90	6,144.85	---	6,114.90	3,057.45
Duxbury	---	5,258.35	5,258.35	---	5,258.35	2,629.18
Easton	---	7,745.03	7,745.03	---	7,745.03	3,872.52
Fall River	---	5,390.94	5,390.94	2,843.00	2,547.94	1,273.97
Falmouth	---	4,823.17	4,823.17	---	4,823.17	2,411.59
Foxboro	---	8,865.98	8,865.98	640.00	8,225.98	4,112.99
Hadley	---	4,467.52	4,467.52	---	4,467.52	2,233.76
Haverhill	110.90	21,547.16	21,658.06	1,317.00	20,230.16	10,115.08
Hudson	---	6,241.62	6,241.62	---	6,241.62	3,120.81
King Philip Regional	---	7,799.06	7,799.06	---	7,799.06	3,899.53
Lee	206.30	5,353.62	5,559.92	300.00	5,053.62	2,526.81
Marshfield	---	10,606.71	10,606.71	---	10,606.71	5,303.36
Narragansett Regional	---	6,923.14	6,923.14	---	6,923.14	3,461.57
Newburyport	---	20,336.89	20,336.89	8,929.08	11,407.81	5,703.91
North Adams	---	11,229.96	11,229.96	515.00	10,714.96	5,357.48
Northbridge	---	8,985.40	8,985.40	---	8,985.40	4,492.70
North Brookfield	---	2,627.92	2,627.92	---	2,627.92	1,313.96
Palmer	---	9,866.45	9,866.45	---	9,866.45	4,933.23
Pittsfield	---	20,529.58	20,529.58	450.00	20,079.58	10,039.79
Provincetown	---	2,926.24	2,926.24	214.00	2,712.24	1,356.12
Salem	---	8,693.54	8,693.54	---	8,693.54	4,346.77
Saugus	85.00	7,665.69	7,750.69	---	7,665.69	3,832.85
Scituate	---	5,986.47	5,986.47	---	5,986.47	2,993.24
Silver Lake Regional	---	10,760.76	10,706.76	641.00	10,119.76	5,059.88
Somerville	125.00	19,744.02	19,869.02	---	19,744.02	9,872.01
Tewksbury	---	3,533.77	3,533.77	534.00	2,999.77	1,499.89
Wachusett Regional	291.35	12,365.15	12,656.50	---	12,365.15	6,182.58
Wareham	---	3,998.34	3,998.34	---	3,998.34	1,999.17
West Bridgewater	---	12,163.09	12,163.09	356.00	11,807.09	5,903.55
Westport	52.50	5,980.67	6,033.17	---	5,980.67	2,990.34
Winchendon	138.50	13,742.60	13,881.10	5,576.36	8,166.24	4,083.12
TOTAL	1,306.00	320,652.42	321,958.42	28,086.44	292,565.98	146,283.07

GROUP III 3 - EVENING PRACTICAL ART SCHOOL 1	2	3	4	5	6	7
Abington	---	1,548.00	1,548.00	100.50	1,447.50	723.75
Adams	---	2,221.20	2,221.20	---	2,221.20	1,110.60
Agawam	---	6,050.68	6,050.68	810.00	5,240.68	2,620.34
Amherst-Pelham Regional	---	3,658.96	3,658.96	1,525.00	2,133.96	1,066.98
Andover	---	3,645.00	3,645.00	573.00	3,072.00	1,536.00
Apponequet Regional	---	2,742.82	2,742.82	1,306.40	1,436.42	718.21
Arlington	859.27	24,048.00	24,907.27	5,866.50	18,181.50	9,090.75
Athol	---	3,270.94	3,270.94	---	3,270.94	1,635.47
Auburn	---	4,824.90	4,824.90	160.00	4,664.90	2,332.45
Ayer	---	1,245.75	1,245.75	275.40	970.35	485.18
Barnstable	---	5,337.55	5,337.55	1,641.90	3,695.65	1,847.83
Bedford	615.50	6,498.75	7,114.25	1,779.50	4,719.25	2,359.63
Belmont	---	6,451.90	6,451.90	426.00	6,025.90	3,012.95
Beverly	152.70	4,849.26	5,001.96	457.50	4,391.76	2,195.88
Billerica	---	3,565.50	3,565.50	327.00	3,238.50	1,619.25
Boston	---	36,104.76	36,104.76	---	36,104.76	18,052.38
Bourne	---	1,336.00	1,336.00	123.00	1,213.00	606.50
Braintree	---	4,140.92	4,140.92	675.00	3,465.92	1,732.96
Bridgewater	---	1,121.00	1,121.00	61.00	1,060.00	530.00
Brockton	---	8,604.01	8,604.01	490.20	8,113.81	4,056.91
Brookline	117.66	35,816.20	35,933.86	3,223.70	32,592.50	16,296.25
Burlington	---	3,102.00	3,102.00	---	3,102.00	1,551.00
Cambridge	---	6,045.23	6,045.23	---	6,045.23	3,022.62
Canton	---	5,972.00	5,972.00	308.00	5,664.00	2,832.00
Chatham	---	2,903.98	2,903.98	109.80	2,794.18	1,397.09
Chelmsford	257.50	4,814.63	5,072.13	3,310.97	1,503.66	751.83
Chicopee	---	13,880.30	13,880.30	1,771.40	12,108.90	6,054.45
Concord-Carlisle Regional	100.00	10,526.98	10,626.98	2,383.00	8,143.98	4,071.99
Danvers	---	5,630.00	5,630.00	1,404.10	4,225.90	2,112.95
Dartmouth	---	2,350.00	2,350.00	---	2,350.00	1,175.00
Douglas	---	435.00	435.00	---	435.00	217.50
Dover	---	1,074.08	1,074.08	---	1,074.08	537.04
Duxbury	---	1,695.00	1,695.00	116.40	1,578.60	789.30
East Bridgewater	---	2,444.86	2,444.86	1,886.00	558.86	279.43
Easthampton	---	2,566.00	2,566.00	1,176.00	1,390.00	695.00
East Longmeadow	---	1,468.00	1,468.00	162.00	1,306.00	653.00
Easton	---	2,709.03	2,709.03	112.00	2,597.03	1,298.52
Essex	---	1,247.00	1,247.00	632.00	615.00	307.50
Essex County	1,055.49	29,675.67	30,731.16	1,911.00	27,764.67	13,882.33
Everett	---	5,724.96	5,724.96	158.00	5,566.96	2,783.48
Fall River	---	5,040.00	5,040.00	48.60	4,991.40	2,495.70
Falmouth	---	1,690.00	1,690.00	113.00	1,577.00	788.50
Foxboro	---	6,699.48	6,699.48	3,780.65	2,918.83	1,459.42
Franklin	---	3,463.87	3,463.87	218.60	3,245.27	1,622.64
Frontier Regional	---	1,846.00	1,846.00	996.00	850.00	425.00
Gardner	---	7,669.94	7,669.94	3,983.65	3,686.29	1,843.15
Gloucester	---	4,062.42	4,062.42	198.00	3,864.42	1,932.21
Greenfield	---	2,402.36	2,402.36	219.45	2,182.91	1,091.46
Hadley	---	789.00	789.00	98.00	691.00	345.50
Hanover	---	3,490.00	3,490.00	604.00	2,886.00	1,443.00
Harwich	---	3,158.80	3,158.80	346.70	2,812.10	1,406.05
Haverhill	---	2,854.13	2,854.13	690.50	2,163.63	1,081.82

GROUP III 3 - EVENING PRACTICAL ART SCHOOL 1 (continued)	2	3	4	5	6	7
Hingham	---	2,495.42	2,495.42	670.00	1,825.42	912.71
Holbrook	---	2,108.00	2,108.00	103.95	2,004.05	1,002.03
Holyoke	---	33,999.44	33,999.44	2,322.75	31,676.69	15,838.35
Hudson	---	3,132.00	3,132.00	---	3,132.00	1,566.00
Hull	---	3,402.00	3,402.00	674.00	2,728.00	1,364.00
King Philip Regional	---	3,814.71	3,814.71	474.50	3,340.21	1,670.11
Lawrence	---	28,900.47	28,900.47	1,812.60	27,087.87	13,543.94
Lenox	---	816.38	816.38	---	816.38	408.19
Leominster	---	5,897.50	5,897.50	2,311.50	3,586.00	1,793.00
Lexington	659.40	9,921.18	10,580.58	2,497.00	7,424.18	3,712.09
Lowell	---	9,657.54	9,657.54	362.25	9,295.29	4,647.65
Lunenburg	---	1,953.38	1,953.38	438.00	1,515.38	757.69
Lynn	---	16,017.92	16,017.92	1,147.60	14,870.32	7,435.16
Mahar, Ralph C., Regional	---	2,467.19	2,467.19	72.00	2,395.19	1,197.60
Manchester	112.00	2,429.07	2,541.07	460.00	1,969.07	984.54
Medfield	---	1,808.00	1,808.00	1,410.00	398.00	199.00
Medford	340.77	13,684.21	14,024.98	757.50	12,926.71	6,463.36
Melrose	---	6,010.28	6,010.28	1,440.00	4,570.28	2,285.14
Methuen	260.00	6,095.13	6,355.13	195.00	5,900.13	2,950.07
Middleboro	---	812.21	812.21	35.00	777.21	388.61
Milford	---	4,838.00	4,838.00	945.00	3,893.00	1,946.50
Millis	---	949.00	949.00	45.00	904.00	452.00
Montague	283.50	2,422.36	2,705.86	1,112.15	1,310.21	655.11
Milton	---	7,966.00	7,966.00	489.00	7,477.00	3,738.50
Narragansett Regional	---	1,466.00	1,466.00	377.00	1,089.00	544.50
New Bedford	---	18,004.45	18,004.45	5,476.45	12,528.00	6,264.00
Newton	223.20	15,621.72	15,844.92	4,223.00	11,398.72	5,699.36
North Adams	---	3,391.08	3,391.08	570.23	2,820.85	1,410.43
Northampton	266.50	1,511.00	1,777.50	588.50	922.50	461.25
North Attleboro	192.52	8,276.34	8,468.86	598.35	7,677.99	3,839.00
Northbridge	---	2,313.40	2,313.40	---	2,313.40	1,156.70
North Reading	---	4,696.00	4,696.00	981.75	3,714.25	1,857.13
Norwell	---	1,605.00	1,605.00	652.00	953.00	476.50
Norwood	---	6,960.00	6,960.00	444.30	6,515.70	3,257.85
Old Rochester Regional	---	1,884.00	1,884.00	60.00	1,824.00	912.00
Palmer	---	2,893.19	2,893.19	---	2,893.19	1,446.59
Pioneer Valley Regional	---	900.00	900.00	173.60	726.40	363.20
Pittsfield	---	7,922.50	7,922.50	732.60	7,189.90	3,594.95
Plymouth-Carver Regional	---	3,403.26	3,403.26	932.50	2,470.76	1,235.38
Provincetown	---	540.00	540.00	---	540.00	270.00
Quincy	329.91	21,823.01	22,152.92	1,746.50	20,076.51	10,038.25
Randolph	---	3,948.00	3,948.00	---	3,948.00	1,974.00
Reading	---	4,201.60	4,201.60	521.00	3,680.60	1,840.30
Revere	---	2,405.00	2,405.00	240.00	2,165.00	1,082.50
Rockland	---	3,056.68	3,056.68	144.00	2,912.68	1,456.34
Salem	---	6,073.45	6,073.45	1,238.80	4,834.65	2,417.32
Saugus	---	6,867.83	6,867.83	296.00	6,571.83	3,285.92
Scituate	---	625.00	625.00	100.00	525.00	262.50
Sharon	---	3,895.07	3,895.07	2,074.00	1,821.07	910.53
Shelburne	---	1,415.25	1,415.25	874.00	541.25	270.63
Silver Lake Regional	---	1,872.50	1,872.50	117.00	1,755.50	877.75
Somerset	---	3,476.04	3,476.04	56.40	3,419.64	1,709.82
Somerville	219.95	9,065.06	9,285.01	552.00	8,513.06	4,256.53

III 3 (continued) 1	2	3	4	5	6	7
Southbridge	---	1,776.24	1,776.24	162.75	1,613.49	806.75
South Hadley	---	2,924.28	2,924.28	1,035.00	1,889.28	944.64
Spencer	---	1,027.00	1,027.00	108.75	918.25	459.13
Springfield	---	59,016.97	59,016.97	12,113.80	46,903.17	23,451.58
Stoughton	---	4,143.69	4,143.69	1,115.00	3,028.69	1,514.35
Swampscott	---	2,735.00	2,735.00	568.00	2,167.00	1,083.50
Swansea	---	3,583.52	3,583.52	231.00	3,352.52	1,676.26
Taunton	---	4,686.00	4,686.00	423.00	4,263.00	2,131.50
Tewksbury	---	3,173.03	3,173.03	166.00	3,007.03	1,503.51
Truro	---	140.00	140.00	---	140.00	70.00
Wakefield	---	5,426.19	5,426.19	1,624.30	3,801.89	1,900.95
Waltham	---	9,734.30	9,734.30	537.00	9,197.30	4,598.15
Ware	---	1,230.00	1,230.00	275.00	955.00	477.50
Wareham	---	2,287.00	2,287.00	600.00	1,687.00	843.50
Webster	---	1,137.50	1,137.50	163.25	974.25	487.13
Wellesley	---	12,786.01	12,786.01	4,213.20	8,572.81	4,286.41
West Bridgewater	---	1,296.03	1,296.03	802.50	493.53	246.77
Westfield	---	14,367.92	14,367.92	2,210.90	12,157.02	6,078.52
Westport	---	1,716.20	1,716.20	--	1,716.20	858.10
West Springfield	---	2,694.30	2,694.30	182.00	2,512.30	1,256.15
Westwood	425.45	6,290.28	6,715.73	1,006.00	5,284.28	2,642.14
Weymouth	---	12,425.15	12,425.15	3,570.00	8,855.15	4,427.58
Whitman-Hanson Regional	---	5,456.93	5,456.93	1,291.00	4,165.93	2,082.97
Wilmington	---	3,895.00	3,895.00	301.20	3,593.80	1,796.90
Winchendon	---	1,340.00	1,340.00	154.35	1,185.65	592.83
Woburn	---	7,453.00	7,453.00	454.00	6,999.00	3,499.50
Worcester	---	27,274.58	27,274.58	6,266.85	21,007.73	10,503.87
Yarmouth	---	3,172.00	3,172.00	317.50	2,854.50	1,427.25
TOTAL	6,471.32	839,410.76	845,882.08	129,996.55	709,414.21	354,707.27
GROUP IV 1a - DAY AGRICULTURAL SCHOOLS						
Bristol County	5,798.00	344,071.19	349,869.19	66,134.83	277,936.36	138,968.18
Essex County	3,102.00	473,516.94	476,618.94	109,568.95	363,947.99	181,973.99
New Salem	507.00	33,601.81	34,108.81	26,344.50	7,257.31	3,628.66
Norfolk County	12,447.06	387,748.54	400,195.60	76,521.78	311,226.76	155,613.38
Northampton	1,306.18	44,292.54	45,598.72	26,155.10	18,137.44	9,068.72
TOTAL	23,160.24	1,283,231.02	1,306,391.26	304,725.16	978,505.86	489,252.93
GROUP IV 1b - DAY AGRICULTURAL DEPARTMENTS						
Barnstable	1,169.40	9,772.58	10,941.98	246.08	9,526.50	4,763.25
Boston	305.00	42,433.58	42,738.58	6,915.00	35,518.58	25,144.39
Charlton	4,267.00	3,360.54	7,627.54	1,703.58	1,656.96	875.91
Hadley	---	6,777.97	6,777.97	---	6,777.97	4,000.00
Narragansett Regional	771.17	13,384.56	14,155.73	7,142.31	6,242.25	4,995.91
North Brookfield	465.10	5,294.91	5,760.01	4,117.37	1,177.54	2,297.17
Pioneer Valley Regional	379.00	8,192.25	8,571.25	2,006.00	6,186.25	2,989.34
Shelburne	1,053.66	6,571.73	7,625.39	4,436.00	2,135.73	3,234.94
Silver Lake Regional	---	16,603.50	16,603.50	2,513.00	14,090.50	4,591.33
Stockbridge	984.08	9,511.18	10,495.26	8,404.23	1,106.95	4,478.00
Wachusett Regional	477.24	25,979.98	26,457.22	5,961.00	20,018.98	8,729.57
Westport	441.50	6,961.82	7,403.32	1,381.00	5,580.82	3,146.00

IV 1b (continued) 1	2	3	4	5	6	7
Worcester	---	17,100.00	17,100.00	5,911.56	11,188.44	9,626.00
TOTAL	10,313.15	171,944.60	182,257.75	50,737.13	121,207.47	78,871.81
GROUP IV 3 - EVENING AGRICULTURAL DEPARTMENTS						
Barnstable	---	285.00	285.00	41.40	243.60	121.80
Bristol County	---	83,004.70	83,004.70	9,208.28	73,796.42	36,898.21
Essex County	---	5,918.76	5,918.76	---	5,918.76	2,959.38
Narragansett Regional	---	324.00	324.00	180.00	144.00	72.00
Norfolk County	130.00	89,215.55	89,345.55	21,116.83	68,098.72	34,049.36
Wachusett Regional	---	135.00	135.00	135.00	---	---
Westport	---	252.00	252.00	252.00	---	---
TOTAL	130.00	179,135.01	179,265.01	30,933.51	148,201.50	74,100.75
GROUP V 1a - PART-TIME COOPERATIVE DISTRIBUTIVE OCCUPATIONS SCHOOLS						
Beverly	---	8,466.66	8,466.66	2,133.00	6,333.66	3,166.83
Boston	---	37,058.21	37,058.21	6,857.00	30,201.21	15,100.60
Braintree	---	10,773.31	10,773.31	2,026.00	8,747.31	4,373.66
Brockton	---	7,598.78	7,598.78	2,026.00	5,572.78	2,786.39
Chicopee	---	8,660.33	8,660.33	1,707.00	6,953.33	3,476.67
Essex County	7,932.00	18,936.58	26,868.58	7,335.00	11,601.58	5,800.79
Fitchburg	---	10,148.70	10,148.70	4,791.58	5,357.12	2,678.56
Lowell	---	8,567.02	8,567.02	2,733.00	5,834.02	2,917.01
Malden	---	6,593.99	6,593.99	3,200.00	3,393.99	1,696.99
Medford	---	20,536.69	20,536.69	---	20,536.69	10,218.35
Melrose	2,684.00	8,710.60	11,394.60	6,581.00	2,129.60	1,064.80
Peabody	---	12,330.99	12,330.99	---	12,330.99	6,165.50
Pittsfield	---	11,645.29	11,645.29	---	11,645.29	5,822.64
Quincy	---	8,463.75	8,463.75	1,016.00	7,447.75	3,723.88
Salem	---	10,201.54	10,201.54	2,600.00	7,601.54	3,800.77
Saugus	---	6,900.00	6,900.00	---	6,900.00	3,450.00
Somerville	---	10,729.69	10,729.69	---	10,729.69	5,364.84
Springfield	---	10,695.79	10,695.79	3,841.67	6,854.12	3,427.06
Waltham	---	12,523.23	12,523.23	4,950.00	7,573.23	3,786.62
Weymouth	---	5,995.95	5,995.95	4,186.30	1,809.65	904.83
TOTAL	10,616.00	235,537.10	246,153.10	55,983.55	179,553.55	89,726.79
GROUP V 2 - EVENING DISTRIBUTIVE OCCUPATIONS SCHOOLS						
Boston	---	9,489.61	9,489.61	7,177.60	2,312.01	1,156.00
Malden	---	105.00	105.00	---	105.00	52.50
Pittsfield	---	100.00	100.00	---	100.00	50.00
TOTAL	---	9,694.61	9,694.61	7,177.60	2,517.01	1,258.50

GROUP VI 1 - DAY PRACTICAL NURSING SCHOOLS 1	2	3	4	5	6	7
Boston	---	29,262.49	29,262.49	2,345.00	26,917.49	13,458.75
Essex County	235.65	28,817.41	29,053.06	7,005.00	21,812.41	10,906.20
Fall River	106.44	25,140.46	25,246.90	11,676.00	13,464.46	6,732.23
Holyoke	276.83	11,732.05	12,008.88	7,450.00	4,282.05	2,141.03
Lawrence	---	24,565.38	24,565.38	3,049.95	21,515.43	10,757.72
Lowell	479.26	21,242.52	21,721.78	3,855.70	17,386.82	8,693.41
North Adams	---	38,322.64	38,322.64	17,805.00	20,517.64	10,258.82
Northampton	3,285.17	20,974.53	24,259.70	6,743.00	14,231.53	7,115.76
Norwood	---	20,573.21	20,573.21	4,050.02	16,523.19	8,261.60
Pittsfield	---	16,427.51	16,427.51	3,885.00	12,542.51	6,271.25
Springfield	---	83,701.47	83,701.47	61,776.30	21,925.17	10,962.58
Taunton	---	15,435.99	15,435.99	5,125.08	10,310.91	5,155.45
Worcester	19.20	56,219.38	56,238.58	20,031.35	36,188.03	18,094.02
TOTAL	4,402.55	392,415.04	396,817.59	154,797.40	237,617.64	118,808.82
GROUP VI 2 - EVENING PRACTICAL NURSING SCHOOLS						
North Adams-McCann	---	180.00	180.00	48.80	131.20	65.60
Springfield	---	1,312.11	1,312.11	590.55	721.56	360.78
Worcester	---	792.00	792.00	421.20	370.80	185.40
TOTAL	---	2,284.11	2,284.11	1,060.55	1,223.56	611.78
GROUP VII 1 - DAY AREA VOCATIONAL-TECHNICAL SCHOOLS						
Arlington	9,970.00	65,041.00	75,011.00	33,878.36	31,162.64	15,581.32
Beverly	38,984.05	19,931.51	58,915.56	14,800.00	5,131.51	2,565.76
Boston	54,243.00	59,250.12	113,493.12	1,800.00	57,450.12	28,725.06
Fall River	---	10,053.89	10,053.89	800.00	9,253.89	4,626.95
Leominster	9,645.31	37,334.50	46,979.81	7,510.34	29,824.16	14,912.08
Lynn	13,266.26	33,940.41	47,206.67	563.00	33,377.41	16,688.71
Marlboro	13,633.74	33,576.47	47,210.21	13,953.00	19,623.47	9,811.74
Medford	---	18,292.34	18,292.34	4,758.20	13,534.14	6,767.07
New Bedford	942.68	25,036.89	25,979.57	3,338.39	21,698.50	10,849.25
Newton	---	14,574.41	14,574.41	113.00	14,461.41	7,230.71
Pittsfield	3,796.44	72,921.65	76,718.09	1,954.50	70,967.15	35,483.57
Quincy	13,249.65	13,742.78	26,992.43	7,000.00	6,742.78	3,371.39
Springfield	223,348.23	174,159.74	397,507.97	77,028.63	97,131.11	48,565.56
South Shore	---	27,093.00	27,093.00	9,648.00	17,445.00	8,722.50
Weymouth	6,158.10	44,389.41	50,547.51	31,090.00	13,299.41	6,649.70
Worcester	798,385.48	155,654.36	954,039.84	140,833.68	14,820.68	7,410.34
TOTAL	1,185,622.94	804,992.48	1,990,615.42	349,069.10	455,923.38	227,961.17

GROUP VII - EVENING AREA VOCATIONAL-TECHNICAL SCHOOLS 1	2	3	4	5	6	7
Fall River	45.00	1,433.00	1,478.00	---	1,433.00	716.50
Framingham	---	4,297.15	4,297.15	1,589.20	2,707.95	1,353.98
Leominster	---	2,505.00	2,505.00	341.10	2,163.90	1,081.95
Lynn	---	3,039.90	3,039.90	804.10	2,235.80	1,117.90
Marlboro	---	600.00	600.00	276.00	324.00	162.00
Medford	---	2,635.33	2,635.33	365.25	2,270.08	1,135.04
New Bedford	---	1,424.67	1,424.67	1,057.35	367.32	183.66
Pittsfield	---	2,172.02	2,172.02	2,048.25	123.77	61.87
Quincy	---	5,524.04	5,524.04	833.00	4,691.04	2,345.52
South Shore	---	1,960.00	1,960.00	562.80	1,397.20	698.60
Springfield	---	1,134.04	1,134.04	362.30	771.74	385.87
Waltham	---	774.60	774.60	406.76	367.84	183.92
Westfield	---	1,859.28	1,859.28	313.20	1,546.08	773.04
Worcester	---	4,112.62	4,112.62	---	4,112.12	2,056.31
TOTAL	45.00	33,471.65	33,516.65	8,959.31	24,512.34	12,256.16

		EXPENDED	TOTAL	RECEIPT	BALANCE ON HAND 8/31/65	
GROUP VIII - WORK STUDY						
Apponequet Regional	---	15.00	15.00	15.00	---	---
Boston	---	15,931.19	15,931.19	15,931.19	---	---
Bristol County	---	2,309.99	2,309.99	2,310.00	.01	---
Fitchburg	---	13,764.38	13,764.38	13,764.38	---	---
Haverhill	---	15,193.14	15,193.14	15,193.14	---	---
Holyoke	---	7,904.79	7,904.79	10,170.00	2,265.21	---
Lynn Shoe	---	---	---	495.00	495.00	
Lynn Trade	---	7,111.12	7,111.12	7,960.00	848.88	
Medford	---	---	---	5,850.00	5,850.00	
Narragansett Regional	---	720.00	720.00	720.00	---	---
New Bedford	---	13,200.00	13,200.00	13,200.00	---	---
New Salem	---	3,440.00	3,440.00	3,440.00	---	---
North Adams - McCann	---	9,345.64	9,345.64	9,345.64	---	---
Northampton	---	2,688.00	2,688.00	2,824.00	136.00	---
Quincy	---	6,094.37	6,094.37	7,400.00	1,305.63	---
Somerville	---	4,950.00	4,950.00	4,950.00	---	---
South Shore	---	5,740.00	5,740.00	5,740.00	---	---
Springfield	---	26,991.89	26,991.89	38,500.00	11,508.11	---
Stockbridge	---	1,535.23	1,535.23	3,955.00	2,419.77	---
Waltham	---	10,120.00	10,120.00	10,120.00	---	---
Weymouth	---	2,100.00	2,100.00	2,100.00	---	---
Winchendon	---	1,277.50	1,277.50	1,280.00	2.50	---
TOTAL	---	150,432.24	150,432.24	175,263.35	24,831.11	---
GROUP IX - SPECIAL NEEDS						
Tantasqua Regional	---	480.00	480.00	480.00	---	---
Worcester	---	6,745.66	6,745.66	7,790.00	1,044.34	---
TOTAL	---	7,225.66	7,225.66	8,270.00	1,044.34	

CITIES, TOWNS, COUNTIES AND REGIONS	EXPENDITURES			RECEIPTS		
	Capital Expenditures	School Maintenance	Total	School Income	Net Maintenance	State Reimbursement
1	2	3	4	5	6	7
GRAND TOTALS						
Boys' Day Industrial Schools	2,562,149.34	9,441,484.47	12,003,633.81	1,409,861.10	8,031,623.37	4,015,811.77
Boys' Trade Preparatory Schools	---	14,796.67	14,796.67	1,802.80	12,993.87	6,496.94
Fisheries	1,253.79	7,947.98	9,201.77	3,474.00	4,473.98	2,236.99
Girls' Day Industrial Schools	56,645.22	785,595.79	842,241.01	157,790.46	627,805.33	313,902.68
Girls' Trade Preparatory Schools	---	4,379.50	4,379.50	727.60	3,793.18	1,886.27
Industrial Departments	9,976.00	517,657.79	527,633.79	31,546.70	486,111.09	243,055.54
Part-time Cooperative Trade School	---	456,967.93	456,967.93	91,611.48	365,356.45	182,678.21
Men's Evening Industrial Schools	1,114.28	263,251.97	264,366.25	101,936.22	161,315.75	80,658.05
Evening Trade Extension School (Women)	---	890.00	890.00	---	890.00	445.00
Evening Apprenticeship Schools	750.45	183,047.44	183,797.89	82,827.35	100,220.09	50,110.07
Day Household Arts Schools	3,864.63	440,212.21	444,076.84	146,486.03	293,726.18	146,863.11
Day Household Arts Departments	1,306.00	320,652.42	321,958.42	28,086.44	292,565.98	146,283.07
Evening Practical Art Schools	6,471.32	839,410.76	845,882.08	129,996.55	709,414.21	354,707.27
Day Agricultural Schools	23,160.24	1,283,231.02	1,306,391.26	304,725.16	978,505.86	489,252.93
Evening Agricultural Departments	130.00	179,135.01	179,265.01	309,335.51	148,201.50	74,100.75
Day Agricultural Departments	10,313.15	171,944.60	182,257.75	50,737.13	121,207.47	78,871.81
Part-time Cooperative Dist. Occu. School	10,616.00	235,537.10	246,153.10	55,983.55	179,553.55	89,726.79
Evening Distributive Occu. Schools	---	9,694.61	9,694.61	7,177.60	2,517.01	1,258.50
Day Practical Nursing Schools	4,402.55	392,241.04	396,817.59	154,797.40	237,617.64	118,808.82
Evening Practical Nursing Schools	---	2,284.11	2,284.11	1,060.55	1,223.56	611.78
Day Area Vocational-Technical Schools	1,185,622.94	804,992.48	1,990,615.42	349,069.10	455,923.38	227,961.17
Evening Area Vocational-Technical Schools	45.00	33,471.65	33,516.65	8,959.31	24,512.34	12,256.16
Work Study Programs	---	150,432.24	156,777.24	175,263.35	24,831.11	---
Special Needs Programs	---	7,225.66	7,225.66	8,270.00	1,044.34	---
TOTAL	3,877,820.91	16,546,658.45	20,424,479.36	3,333,123.39	13,265,427.24	6,637,983.68

Table No. 3 - Consolidated Summary of Receipts and Expenditures by Schools in Cities, Towns, Counties, and Regions - Vocational Education

School Year Ending June 30, 1965

CITIES, TOWNS COUNTIES AND REGIONS 1	Capital Expenditures 2	School Maintenance 3	Tuition and Transportation (Paid to other school districts) 4	Total 5	Income Received by schools 6	State Reimbursement (Net Maintenance, Tuition, and Transportation) Table 3A 7	Total Income 8	Net cost to Cities, Towns Counties and Regions 9
Abington - III 3	---	1,548.00	4,016.63	5,564.63	100.50	2,732.07	2,832.57	2,732.06
Adams - III 1b, 3	266.50	8,113.81	314.74	8,695.05	112.00	4,158.29	4,270.29	4,424.76
Agawam - III 3	---	6,050.68	23,294.22	29,344.90	810.00	14,267.45	15,077.45	14,267.45
Amherst-Pelham Reg. - III 3	---	3,658.96	---	3,658.96	1,525.00	1,066.98	2,591.98	1,066.98
Andover - III 3	---	3,645.00	4,547.78	8,192.78	573.00	3,809.89	4,382.89	3,809.89
Apponequet Reg. - I 1a, 2c^1, III 1b, 3, VIII	14,096.78	64,167.14	---	78,263.92	18,163.14	---	18,163.14	60,100.78
Arlington - I 1a, 2a, III 3, VII 1	27,208.99	200,541.60	2,365.15	230,115.74	57,170.35	72,868.20	130,038.55	100,077.19
Athol - III 3	---	3,270.94	24,633.20	27,904.14	---	13,952.07	13,952.07	13,952.07
Attleboro - I 1a	20,450.71	140,351.27	2,798.27	163,600.25	7,065.92	68,041.82	75,107.74	88,492.51
Auburn - III 3	---	4,824.90	20,916.71	25,741.61	160.00	12,790.80	12,950.80	12,790.81
Avon - I 1a	155.00	22,628.61	2,979.40	25,763.01	562.56	12,522.73	13,085.29	12,677.72
Ayer - III 3	---	1,245.75	54.60	1,300.35	275.40	512.48	787.88	512.47
Barnstable - I 1a, 2c^1, III 1b, 3, IV 1b, 3	12,104.90	138,560.41	96.10	150,761.41	28,874.35	54,891.09	83,765.44	66,995.97
Bedford - III 3	615.50	6,498.75	2,915.99	10,030.24	1,779.50	3,827.62	5,607.12	4,423.12
Belchertown - III 1b	---	3,469.22	19,661.12	23,130.34	---	12,225.17	12,225.17	10,905.17
Belmont - I 1a, III 3	55,936.02	92,943.70	1,670.65	150.550.37	16,104.30	39,255.02	55,359.32	95,191.05
Beverly - I 1a, 2a, III 1b, 3, V 1a, VII 1	41,432.43	207,187.19	1,164.75	249,784.37	46,456.27	80,947.84	127,404.11	122,380.26
Billerica - III 3	---	3,565.50	7,749.26	11,314.76	327.00	5,493.88	5,820.88	5,493.88
Blackstone Valley Reg. - I 1a	148,736.00	---	---	148,736.00	55,625.00	---	55,625.00	93,111.00
Blue Hills Reg. - I 1a	98,056.00	---	---	98,056.00	32,057.00	---	32,057.00	65,999.00
Boston - I 1a, 1b, 1b^1, 1c, 2a, 2c^1, 2d, III 3, IV 1b, V 1a, 3, VI 1, VII 1, VIII	171,917.88	2,400,943.21	7,876.86	2,580,737.95	267,117.07	1,081,736.61	1,348,853.68	1,231,884.27
Bourne - III 1b, 3	---	5,430.55	4,797.77	10,228.32	123.00	5,052.66	5,175.66	5,052.66
Braintree - III 3, V 1a	---	14,914.23	19,397.14	34,311.37	2,701.00	15,805.20	18,506.20	15,805.17
Bridgewater - III 3	---	1,121.00	3,964.85	5,085.85	61.00	2,512.42	2,573.42	2,512.43
Bristol County - IV 1a, 3 VIII	5,798.00	429,385.88	---	435,183.88	77,653.11	175,866.39	253,519.50	181,664.38
Brockton - I 1a, 2c^1, 2d, III 3 V 1a, VIII	2,610.28	123,805.37	4,109.19	130.524.84	36,034.68	45,939.95	81,974.63	48,550.21
Brookline - III 3	117.66	35,816.20	1,091.54	37,025.40	3,223.70	16,842.02	20,065.72	16,959.68
Burlington - III 3	---	3,102.00	9,567.44	12,669.44	---	6,334.72	6,334.72	6,334.72
Cambridge - I 1a, III 1a, 3	---	92,547.37	3,395.77	95,943.14	2,027.00	46,958.07	48,985.07	46,958.07
Canton - III 3	---	5,972.00	2,925.83	8,897.83	308.00	4,294.92	4,602.92	4,294.91
Charlton - III 1b, IV 1b	4,267.00	7,825.20	1,924.87	14,017.07	1,703.58	4,325.13	6,028.71	7,988.36
Chatham - III 3	---	2,903.98	5,275.00	8,178.98	109.80	4,034.59	4,144.39	4,034.59
Chelmsford - III 3	257.50	4,814.63	2,739.33	7,811.46	3,310.97	2,121.50	5,432.47	2,378.99

1	2	3	4	5	6	7	8	9
Chicopee - I 1a, 2c^1, III 3, V 1a	10,260.00	191,647.48	25,325.52	227,233.00	18,802.16	99,085.42	117,887.58	109,345.42
Concord-Carlisle Reg. - III 3	100.00	10,526.98	---	10,626.98	2,383.00	4,071.99	6,454.99	4,171.99
Danvers - III 3	---	5,630.00	5,321.37	10,951.37	1,404.10	4,772.63	6,176.73	4,774.64
Dartmouth - I 1a, III 1b, 3	17,771.56	32,361.07	11,723.19	61,845.82	475.00	22,054.87	22,529.87	39,315.95
Dighton-Rehoboth Reg. - I 1a, 2c^1,	---	52,106.88	---	52,106.88	6,888.34	22,609.27	29,497.61	22,609.27
Douglas - III 3	---	435.00	1,621.10	2,056.10	---	1,028.05	1,028.05	1,028.05
Dover - III 3	---	1,074.08	1,104.05	2,178.13	---	1,089.07	1,089.07	1,089.06
Duxbury - III 1b, 3	---	6,953.35	1,588.55	8,541.90	116.40	4,212.76	4,329.16	4,212.74
East Bridgewater - III 3	---	2,444.86	4,825.70	7,270.56	1,886.00	2,692.28	4,578.28	2,692.28
Easthampton - III 3	---	2,566.00	36,097.50	38,663.50	1,176.00	18,941.71	20,117.71	18,545.79
East Longmeadow - III 3	---	1,468.00	22,544.09	24,012.09	162.00	12,633.23	12,795.23	11,216.86
Easton - III 1b, 3	---	10,454.06	2,155.89	12,609.95	112.00	6,248.98	6,360.98	6,248.97
Essex - III 3	---	1,249.00	5,262.39	6,511.39	632.00	2,938.70	3,570.70	2,940.69
Essex County - I 1b, III 3, IV 1a, 3, V 1a, VI 1	13,572.14	591,032.61	---	604,604.75	135,755.98	272,583.98	408,339.96	196,264.79
Everett - I 1a, III 1a, 3	48,277.55	259,605.25	6,054.99	313,937.79	16,428.41	124,615.93	141,044.34	172,893.45
Fall River - I 1a, 1b, 1b^1, 2c^1, III 1a, 1b, 3, VI 1, VII 1, 2	30,806.44	313,374.09	748.80	344,929.33	20,098.12	147,062.39	167,160.51	177,768.82
Falmouth - III 1b, 3	---	6,513.17	5,838.02	12,401.19	113.00	6,144.10	6,257.10	6,144.09
Fitchburg - I 1a, 1a^1, 2a 2d, V 1a, VIII	1,964.50	125,331.80	14,849.27	142,145.57	23,773.10	58,204.00	81,977.10	60,168.47
Foxboro - III 1b, 3	---	15,565.46	5,970.14	21,535.60	4,420.65	8,557.48	12,978.13	8,557.47
Framingham - I 1a, 2c^1, VII 2	8,700.00	115,404.73	3,294.69	127,399.42	19,746.43	49,476.49	69,222.92	58,176.50
Franklin - III 3	---	3,463.87	5,639.52	9,103.39	218.60	4,442.40	4,661.00	4,442.39
Frontier Regional - III 3	---	1,846.00	---	1,846.00	996.00	425.00	1,421.00	425.00
Gardner - III 3	---	7,669.94	18,445.42	26,115.36	3,983.65	11,065.86	15,049.51	11,065.85
Gloucester - I 1a, 1a (fisheries), III 3	2,186.92	115,708.20	5,134.36	123,029.48	7,864.86	56,488.78	64,353.64	58,675.84
Greater Fall River - I 1a	53,279.00	---	---	53,279.00	17,418.00	---	17,418.00	35,861.00
Greater Lawrence Reg. - I 1a	1,121,571.00	---	---	1,121,571.00	334,165.00	---	334,165.00	787,406.00
Greenfield - I 1a, 2c^1, III 3	5,164.50	146,526.63	3,778.51	155,469.64	75,954.82	37,175.16	113,129.98	42,339.66
Hadley - III 1b, 3, IV 1b	---	12,034.49	6,184.08	18,218.57	98.00	9,671.30	9,769.30	8,449.27
Hanover - III 3	---	3,490.00	1,111.65	4,601.65	604.00	1,998.82	2,602.82	1,998.83
Harwich - III 3	---	3,158.80	5,891.71	9,050.51	346.70	4,351.90	4,698.60	4,351.91
Haverhill - I 1a, 2a, 2c^1, 2d, III 1b, 3, VIII	19,417.94	412,888.20	3,517.70	435,823.84	126,898.18	144,753.88	271,652.06	164,171.78
Hingham - III 3	---	2,495.42	7,762.08	10,257.50	670.00	4,793.75	5,463.75	4,793.75
Holbrook - III 3	---	2,108.00	12,178.03	14,286.03	103.95	7,091.04	7,194.99	7,091.04
Holyoke - I 1a, 2a, 2c^1, 2d, III 3, VI 1, VIII	13,318.02	275,000.17	5,998.39	294,316.58	54,838.58	114,212.60	169,051.18	125,265.40
Hudson - III 1b, 3	---	9,373.62	7,819.57	17,193.19	---	8,596.59	8,596.59	8,596.60
Hull - III 3	---	3,402.00	6,171.18	9,573.18	674.00	4,449.59	5,123.59	4,449.59
King Philip Reg.-I 1a, 2c^1, 2d, III 1b, 3	16,874.21	87,695.14	---	104,569.35	11,892.43	37,901.37	49,793.80	54,775.55
Lawrence - I 2c^1, 2d, III 3, VI 1	---	69,024.47	17,334.98	86,359.45	7,029.65	39,644.92	46,674.57	39,684.88
Lee - III 1b	206.30	5,353.62	2,230.45	7,790.37	300.00	3,642.03	3,942.03	3,848.34
Lenox - III 3	---	816.38	4,357.92	5,174.30	---	2,587.15	2,587.15	2,587.15
Leominster - I 1a, 1a^1, 2c^1, 2d, III 3, VII 1, 2	16,977.59	180,792.65	6,091.27	203,861.51	53,778.82	67,840.31	121,619.13	82,242.38
Lexington - III 3	695.40	9,921.18	8,098.43	18,715.01	2,497.00	7,761.30	10,258.30	8,456.71

1	2	3	4	5	6	7	8	9
Lowell - I 1a, 2c^1, 2d, III 1a, 3, V 1a, VI 1	2,599.56	346,792.12	5,461.83	354,853.51	27,407.48	162,423.26	189,830.74	165,022.77
Lunenburg - III 3	---	1,953.38	2,959.08	4,912.46	438.00	2,237.23	2,675.23	2,237.23
Lynn - I 1a, 1a, 1a^1, 2c^1, 2c^1, 2d, III 3, VII 1, 2, VIII	23,403.79	415,950.27	5,832.09	445,186.15	42,874.64	186,547.82	229,422.46	215,763.69
Mahar, Ralph C., Reg. - III 3	---	2,467.19	---	2,467.19	72.00	1,197.60	1,269.60	1,197.59
Malden-I 1a, 2c^1, 2d, V 1a, 3	171.20	102,934.82	14,949.13	118,055.15	12,661.75	52,611.10	65,272.85	52,782.30
Manchester - III 3	112.00	2,429.07	854.94	3,396.01	460.00	1,412.01	1,872.01	1,524.00
Marlboro - I 1a, 2c^1, 2d, VII 1, VIII 2	19,250.27	115,167.46	8,212.05	142,629.78	21,809.70	50,784.92	72,594.62	70,035.16
Marshfield - III 1b	---	10,606.71	5,091.06	15,697.77	---	7,848.89	7,848.89	7,848.88
Medfield - III 3	---	1,808.00	2,228.70	4,036.70	1,410.00	1,313.35	2,723.35	1,313.35
Medford - I 1a, 2c^1, 2d, III 3, V 1a, VII 1, 2	13,262.04	294,719.48	7,686.56	315,668.08	35,411.96	136,422.06	171,834.02	143,834.06
Melrose - III 3, V 1a	2,684.00	14,720.88	9,045.00	26,449.88	8,021.00	7,872.44	15,893.44	10,556.44
Methuen - III 3	260.00	6,095.13	14,699.56	21,054.69	195.00	10,299.85	10,494.85	10,559.84
Middleboro - III 3	---	812.21	16,621.82	17,434.03	35.00	8,719.52	8,754.52	8,679.51
Milford - III 3	---	4,838.00	6,278.64	11,116.64	945.00	5,085.82	6,030.82	5,085.82
Millis - III 3	---	949.00	2,165.71	3,114.71	45.00	1,534.85	1,579.85	1,534.86
Milton - III 3	---	7,966.00	2,841.40	10,807.40	489.00	5,159.20	5,648.20	5,159.20
Montague - III 3	283.50	2,422.36	6,353.28	9,059.14	1,112.15	3,831.76	4,943.91	4,115.23
Nantucket - I 1a	---	29,209.00	---	29,209.00	2,855.46	13,176.77	16,032.23	13,176.77
Narragansett Reg. - III 1b, 3, IV 1b, 3, VIII	97.48	22,817.70	---	22,915.18	8,419.31	9,073.98	17,493.29	5,421.89
New Bedford - I 1a, 2c^1, III 1a, 3, VII 1, 2, VIII	57,965.76	629,549.38	6,064.00	693,579.14	163,957.73	235,827.89	399,785.62	293,793.52
Newburyport - III 1b	---	11,407.81	4,157.55	15,565.36	8,929.08	7,782.68	16,711.76	1,146.40
New Salem - I 1a, III 1a, VIII IV 1a,	8,539.00	91,517.41	1,070.63	101,127.04	75,954.90	8,316.58	84,271.48	16,855.56
Newton - I 1a, 2a, 2c^1, 2d, III 3, VII 1	8,096.66	346,046.83	2,999.08	357,142.57	57,612.57	145,716.68	203,329.25	153,813.32
Norfolk County - IV 1a	1,447.06	476.964.09	---	478,411.15	97,638.61	189,662.74	287,301.35	191,109.80
North Adams - III 1b, 3	---	14,621.04	43.20	14,664.24	1,085.23	6,789.51	7,874.74	6,789.50
North Adams, Charles H. McCann-I 1a, 1a^1, 2c^1, VI 1, 2, VIII	20,816.61	328,293.78	---	349,110.39	114,479.95	106,906.92	221,386.87	127,783.52
Northampton - I 1a, 2a, 2c^1, III 1a, 3, IV 1a, VI 1, VIII	53,328.55	353,016.49	7,707.45	414,052.49	122,217.61	119,321.17	241,538.78	172,513.71
North Attleboro - III 3	192.52	8,276.34	6,383.16	14,852.02	598.35	7,030.58	7,628.93	7,223.09
Northbridge - I 1a, III 1b, 3, VIII	15.93	24,897.26	21,992.00	46,905.19	443.68	23,310.29	23,753.97	23,151.22
North Brookfield-III 1b, IV 1b	465.10	7,922.83	7,577.51	15,965.44	4,117.37	7,399.88	11,517.25	4,448.19
North Reading - III 3	---	4,696.00	6,163.55	10,859.55	981.75	4,938.90	5,920.65	4,938.90
Norwell - III 3	---	1,605.00	828.05	2,433.05	652.00	890.52	1,542.52	890.53
Norwood - I 1b, III 3, VI 1	34.24	131,533.31	1,353.85	132,921.40	45,895.58	43,495.79	89,391.37	43,530.03
Old Rochester Reg. - III 3	---	1,884.00	---	1,884.00	60.00	912.00	972.00	912.00
Palmer - III 1b, 3	---	12,759.64	21,538.81	34,298.45	---	17,149.22	17,149.22	17,149.23
Peabody - I 1a, V 1a, VIII	292,975.65	88,552.67	4,868.87	386,397.19	129,577.33	43,730.77	173,308.10	213,089.09
Pioneer Valley Reg. - III 3, IV 1b, VIII	379.00	11,722.75	---	12,101.75	5,259.60	3,352.54	8,612.14	3,489.61
Pittsfield - I 1a, 1a^1, 2a, 2c^1, 2d, III 1b, 3, V 1a, 3, VI 1, VII 1, 2, VIII	26,309.92	365,953.07	4,895.41	397,158.40	45,424.66	163,035.82	208,460.48	188,697.92

1	2	3	4	5	6	7	8	9
Plymouth-Carver Reg. - III	---	3,403.26	---	3,403.26	932.50	2,663.98	3,596.48	193,22
Provincetown - I la, 2c^1, III lb, 3	---	26,256.68	---	26,256.68	1,461.84	12,397.42	13,859.26	12,397.42
Quincy - I la, 2c^1, 2d, III 3, V la, VII 1,2, VIII	118,360.52	328,574.10	12,849.68	459,784.30	115,777.90	144,660.27	260,438.17	199,346.13
Randolph - I la, III 3	289.50	29,395.07	22,793.11	52,477.68	587.58	25,800.31	26,387.89	26,089.79
Reading - III 3	---	4,201.60	10,230.71	14,432.31	521.00	6,955.65	7,476.65	6,955.66
Revere - III 3	---	2,405.00	26,032.40	28,437.40	240.00	14,098.70	14,338.70	14,098.70
Rockland - III 3	---	3,056.68	1,093.65	4,150.33	144.00	2,006.99	2,150.99	1,999.34
Salem - I la, 2c^1, III lb, 3, V la	1,015.42	113,848.93	2,964.71	117,829.06	6,479.95	55,166.85	61,646.80	56,182.26
Saugus - III lb, 3, V la	85.00	21,433.52	10,259.30	31,777.82	296.00	15,698.42	15,994.42	15,783.40
Scituate - III lb, 3	----	6,611.47	1,796.63	8,408.10	100.00	4,154.06	4,254.06	4,154.04
Sharon - III 3	---	3,895.07	1,390.45	5,285.52	2,074.00	1,605.75	3,679.75	1,605.77
Shelburne - III 3, IV lb	1,053.66	7,986.98	2,648.12	11,688.76	5,310.00	4,829.63	10,139.63	1,549.13
Silver Lake Reg. - I la, III lb, 3, IV, lb	1,331.61	73,453.23	---	74,784.84	9,828.00	29,358.70	39,186.70	35,598.14
Somerset - III 3	---	3,476.04	2,550.05	6,026.09	56.40	2,984.85	3,041.25	2,984.84
Somerville - I la, 2c^1, III lb, 3, V la	28,818.48	262,392.89	13,925.28	305,136.65	21,048.15	127,635.01	148,683.16	156,453.49
Southbridge - I la, 2a, 2c^1 III 3, VIII	---	140,526.01	7,006.40	147,532.41	25,591.68	62,375.38	87,967.06	59,565.35
Southeastern Reg. - I la	152,135.00	---	---	152,135.00	49,320.00	---	49,320.00	102,815.00
South Hadley - III 3	---	2,924.28	25,783.20	28,707.48	1,035.00	13,836.24	14,871.24	13,836.24
South Shore - I la, 2c^1, VII 1, 2, VIII	51,367.93	303,104.11	---	354,472.04	53,817.82	124,643.15	178,460.97	176,011.07
Spencer - III 3	---	1,027.00	17,436.06	18,463.06	108.75	9,177.16	9,285.91	9,177.15
Springfield - I la, lb, lb^1 2a, 2c^1, 2d, III la, 3, V la, VI 1, 2, VII 1, 2, VIII	225,081.70	1,221,892.70	---	1,446,974.40	390,129.42	402,385.69	792,515.11	654,459.29
Stockbridge - IV lb, VIII	984.08	11,046.41	1,237.85	13,268.34	12,359.23	5,096.92	17,456.15	4,187.81
Stoughton - III 3	---	4,143.69	16,531.56	20,675.25	1,115.00	9,780.13	10,895.13	9,780.12
Swampscott - III 3	---	2,735.00	2,229.90	4,964.90	568.00	2,198.46	2,766.46	2,198.44
Swansea - I la, III 3	---	17,105.72	1,512.60	18,618.32	331.00	9,143.66	9,474.66	9,143.66
Tantasqua Reg. - I la, VIII, IX	39,602.41	74,838.35	---	114,440.76	36,718.32	19,060.02	55,778.34	58,662.42
Taunton - I la, 2c^1, 2d, III 3, VI 1	1,272.32	101,465.92	986.70	103,724.94	20,139.22	41,156.69	61,295.91	42,429.03
Tewksbury - III lb, 3	---	6,706.80	10,337.46	17,044.26	700.00	8,172.13	8,872.13	8,172.13
Truro - III 3	---	140.00	961.04	1,101.04	140.00	550.52	690.52	410.52
Upper Cape Cod Reg. - I la	---	1,350.00	---	1,350.00	1,350.00	---	1,350.00	---
Wachusett Reg. - III lb, IV lb, 3	1,215.69	38,480.13	---	39,695.82	6,096.00	14,912.15	21,008.15	18,687.67
Wakefield - III 3	---	5,426.19	8,491.98	13,918.17	1,624.30	6,146.94	7,771.24	6,146.93
Waltham - I la, la^1, 2c^1, 2d, III 3, V la, VII 2, VIII	3,824.05	278,626.13	2,311.64	284,761.82	40,802.64	120,067.58	160,870.22	123,891.60

1	2	3	4	5	6	7	8	9
Ware - III 3	---	1,230.00	24,649.27	25,879.27	275.00	12,731.44	13,006.44	12,872.83
Wareham - I la, III lb, 3	---	27,692.70	1,523.72	29,216.42	2,033.20	13,591.61	15,624.81	13,591.61
Webster - I la, 2c, III 3	912.78	65,941.20	13,872.38	80,726.36	17,892.13	30,960.73	48,852.86	31,873.50
Wellesley - III 3	---	12,786.01	5,544.10	18,330.11	4,213.20	7,058.47	11,271.67	7,058.44
West Bridgewater - III lb, 3	---	13,459.12	5,332.98	18,792.10	1,158.50	8,816.81	9,975.31	8,816.79
Westfield - I la, la^1, 2a, 2c^1, III 3, VII 2	39,925.18	307,938.33	14,257.69	362,121.20	44,838.15	138,678.93	183,517.08	178 ,604.12
Westport - III lb, 3, IV lb, 3	494.00	14,910.69	6,450.77	21,855.46	1,633.00	10,219.83	11,852.83	10 ,002.63
West Springfield - III 3	---	2,694.30	21,707.42	24,401.72	182.00	12,109.87	12,291.87	12,109.85
Westwood - III 3	425.45	6,290.28	2,623.42	9,339.15	1,006.00	3,953.85	4,959.85	4,379.30
Weymouth - I la, 2c^1, 2d, III 3, V la VII 1, VIII	59,403.66	297,622.29	8,790.02	365,815.97	73,857.60	115,277.36	189,134.96	176,681.01
Whitman-Hanson Reg.-III 3	---	5,456.93	---	5,456.93	1,291.00	2,082.97	3,373.97	2,082.96
Wilmington - III 3	---	3,895.00	8,373.93	12,268.93	301.20	5,983.87	6,285.07	5,983.86
Winchendon - III lb, 3, VIII	138.50	16,360.10	4,828.41	21,327.01	7,010.71	7,090.15	14,100.86	7,226.15
Woburn - III 3	---	7,453.00	14,470.22	21,923.22	454.00	10,734.62	11,188.62	10,734.60
Worcester - I la, lb, 2c^1, 2c^2, 2d, III la, 3, IV lb, VI 1,2, VII 1, 2, IX	501,610.45	1,264,008.43	409.96	1,766,028.84	702,238.21	430,106.16	1,132,344.37	633,684.47
Yarmouth - III 3	---	3,172.00	5,662.44	8,834.44	317.50	4,258.47	4,575.97	4,258.47
SUB-TOTAL	3,747,207.45	16,588.083.52	1,019,135.85	21,354.426.82	4,321.872.68	7,168,602.12	11,490,474.80	9,875,006.88
Cost to places paying tuition and the transportation for, but not maintaining these types of schools	---	---	1,214,242.72	1,214,242.72	---	629,835.46	629,835.46	584,407.26
TOTAL - All Schools	3,747,207.45	16,588,083.52	2,233,378.57	22,568,669.54	4,321,872.68	7,798,437.58	12,120,310.26	10,459,414.14
State Administration								
Expenditures	---	368,551.98	---	368,551.98	236,172.08	---	236,172.08	132,379.90
TOTALS	3,747,207.45	16,956,635.50	2,233,378.57	22,937,221.52	4,558,044.76	7,798,437.58	12,356,482.34	10,591,794.04

Table No. 3A - Tabulation of State Reimbursement for Vocational Education for Maintenance, Tuition, and Transportation for the School Year Ending June 30, 1965.

City, Town County or Region	Maintenance	Tuition	Transportation	Total
Abington	723.75	1,748.44	259.88	2,732.07
Acton	—	624.55	—	624.55
Acushnet	—	28,293.12	9,184.55	37,477.67
Adams	4,000.92	157.37	—	4,158.29
Agawam	2,620.34	11,087.66	559.45	14,267.45
Amesbury	—	8,412.79	2,209.57	10,622.36
Amherst	—	2,549.48	483.50	3,032.98
Amherst-Pelham Regional	1,066.98	—	—	1,066.98
Andover	1,536.00	1,717.67	556.22	3,809.89
Arlington	71,685.62	1,164.83	17.75	72,868.20
Ashburnham	—	385.05	97.50	482.55
Ashby	—	1,014.84	97.75	1,112.59
Ashfield	—	2,827.00	2,248.83	5,075.83
Ashland	—	2,691.47	866.30	3,557.77
Athol	1,635.47	7,726.40	4,590.20	13,952.07
Attleboro	66,642.68	823.29	575.85	68,041.82
Auburn	2,332.45	9,535.74	922.61	12,790.80
Avon	11,033.03	1,273.70	216.00	12,522.73
Ayer	485.18	27.30	—	512.48
Barnstable	54,843.04	48.05	—	54,891.09
Barre	—	5,678.07	3,099.18	8,777.25
Becket	—	420.05	436.00	856.05
Bedford	2,359.63	1,191.49	276.50	3,827.62
Belchertown	1,734.61	7,724.06	2,766.50	12,225.17
Bellingham	—	1,358.40	542.13	1,900.53
Belmont	38,419.70	835.32	—	39,255.02
Berkley	—	2,613.38	426.06	3,039.44
Berlin	—	2,726.21	2,078.50	4,804.71
Bernardston	—	1,310.81	734.15	2,044.96
Beverly	80,365.47	572.22	10.15	80,947.84
Billerica	1,619.25	3,147.98	726.65	5,493.88
Blackstone	—	657.30	195.00	852.30
Blandford	—	4,840.25	1,924.18	6,764.43
Bolton	—	30.00	—	30.00
Boston	1,077,798.17	3,367.33	571.11	1,081,736.61
Bourne	2,653.78	2,063.81	335.07	5,052.66
Boxboro	—	250.00	193.83	443.83
Boxford	—	532.10	88.50	620.60
Boylston	—	1,342.04	1,057.59	2,399.63
Braintree	6,106.62	8,396.75	1,301.83	15,805.20
Brewster	—	63.42	—	63.42
Bridgewater	530.00	1,429.42	553.00	2,512.42
Brimfield	—	397.34	—	397.34

City, Town, County or Region	Maintenance	Tuition	Transportation	Total
Bristol County	175,866.39	—	—	175,866.39
Brockton	43,885.35	1,791.92	262.68	45,939.95
Brookfield	—	1,176.00	475.23	1,651.23
Brookline	16,296.25	534.67	11.10	16,842.02
Buckland	—	2,034.72	243.50	2,278.22
Burlington	1,551.00	4,069.87	713.85	6,334.72
Cambridge	45,260.19	1,545.98	151.90	46,958.07
Canton	2,832.00	1,060.42	402.50	4,294.92
Carlisle	—	82.53	—	82.53
Carver	—	1,793.00	2,979.50	4,772.50
Charlemont	—	1,163.85	341.00	1,504.85
Charlton	3,108.24	1,187.84	29.05	4,325.13
Chatham	1,397.09	1,500.00	1,137.50	4,034.59
Chelmsford	751.83	1,209.82	159.85	2,121.50
Chelsea	—	11,448.90	678.70	12,127.60
Cheshire	—	4,665.30	851.23	5,516.53
Chester	—	1,875.68	2,114.35	3,990.03
Chesterfield	—	3,105.69	2,587.30	5,692.99
Chicopee	86,422.66	12,324.16	338.60	99,085.42
Clarksburg	—	148.20	—	148.20
Clinton	—	9,154.03	2,058.22	11,212.25
Cohasset	—	160.16	36.00	196.16
Colrain	—	976.48	129.88	1,106.36
Concord	—	97.85	—	97.85
Concord-Carlisle Regional	4,071.99	—	—	4,071.99
Conway	—	2,873.69	1,862.88	4,736.57
Cummington	—	1,250.00	527.50	1,777.50
Dalton	—	1,160.75	135.90	1,296.65
Danvers	2,111.95	2,336.28	324.40	4,772.63
Dartmouth	15,943.04	4,909.33	1,202.50	22,054.87
Dedham	—	5,931.92	1,432.50	7,364.42
Deerfield	—	2,213.83	661.34	2,875.17
Dennis	—	192.22	317.50	509.72
Dighton	—	168.82	77.63	246.45
Dighton-Rehoboth Regional	22,609.27	—	—	22,609.27
Douglas	217.50	689.80	120.75	1,028.05
Dover	537.04	478.90	73.13	1,089.07
Dracut	—	1,692.00	110.38	1,802.38
Dudley	—	11,860.81	1,060.76	12,921.57
Dunstable	—	9.00	—	9.00
Duxbury	3,418.48	561.70	232.58	4,212.76
East Bridgewater	279.43	1,932.35	480.50	2,692.28
East Brookfield	—	699.66	193.20	892.86
Eastham	—	956.97	889.26	1,846.23
Easthampton	695.00	14,013.88	4,232.83	18,941.71
East Longmeadow	653.00	10,317.89	1,662.34	12,633.23
Easton	5,171.04	760.94	317.00	6,248.98
Egremont	—	90.00	67.50	157.50
Erving	—	1,676.23	524.50	2,200.73
Essex	307.50	2,175.40	455.80	2,938.70

City, Town, County or Region	Maintenance	Tuition	Transportation	Total
Ipswich	—	989.33	263.01	1,252.34
King Philip Regional	37,901.37	—	—	37,901.37
Kingston	—	79.05	—	79.05
Lakeville	—	117.59	82.95	200.54
Lancaster	—	2,866.58	3,283.37	6,149.95
Lanesboro	—	1,547.07	563.29	2,110.36
Lawrence	30,977.43	7,416.49	1,251.00	39,644.92
Lee	2,526.81	912.12	203.10	3,642.03
Leicester	—	5,629.72	512.58	6,142.30
Lenox	408.19	1,491.70	687.26	2,587.15
Leominster	64,794.68	2,670.63	375.00	67,840.31
Leverett	—	580.25	1,196.80	1,777.05
Lexington	3,712.09	3,327.21	722.00	7,761.30
Leydon	—	41.00	13.00	54.00
Lincoln	—	24.00	—	24.00
Littleton	—	174.30	13.50	187.80
Longmeadow	—	3,362.59	314.88	3,677.47
Lowell	159,692.34	2,261.62	469.30	162,423.26
Ludlow	—	26,523.29	2,725.34	29,248.63
Lunenburg	757.69	945.89	533.65	2,237.23
Lynn	183,631.77	2,283.22	632.83	186,547.82
Lynnfield	—	637.50	48.50	686.00
Mahar, Ralph C., Regional	1,197.60	—	—	1,197.60
Malden	45,136.53	6,978.82	495.75	52,611.10
Manchester	984.54	335.95	91.52	1,412.01
Mansfield	—	2,662.83	684.27	3,347.10
Marblehead	—	855.15	59.07	914.22
Marion	—	2,376.16	517.25	2,893.41
Marlboro	46,678.89	2,984.37	1,121.66	50,784.92
Marshfield	5,303.36	2,137.53	408.00	7,848.89
Mashpee	—	14.00	—	14.00
Mattapoisett	—	2,234.27	744.36	2,978.63
Maynard	—	593.35	264.00	857.35
Medfield	199.00	992.65	121.70	1,313.35
Medford	132,578.78	3,646.02	197.26	136,422.06
Medway	—	623.55	117.23	740.78
Melrose	3,349.94	4,168.41	354.09	7,872.44
Mendon	—	877.58	254.25	1,131.83
Merrimac	—	1,525.33	285.04	1,810.37
Methuen	2,950.07	6,013.70	1,336.08	10,299.85
Middleboro	388.61	6,489.81	1,841.10	8,719.52
Middleton	—	68.25	—	68.25
Milford	1,946.50	2,530.72	608.60	5,085.82
Millbury	—	8,679.66	1,027.33	9,706.99
Millis	452.00	527.35	555.50	1,534.85
Millville	—	1,462.78	475.75	1,938.53
Milton	3,738.50	1,362.22	58.48	5,159.20
Monson	—	4,451.81	1,000.00	5,451.81
Montague	655.11	2,187.02	989.63	3,831.76
Monterey	—	225.00	229.88	454.88
Montgomery	—	500.00	226.50	726.50
Nahant	—	1,129.35	57.00	1,186.35
Nantucket	13,176.77	—	—	13,176.77

City, Town, County or Region	Maintenance	Tuition	Transportation	Total
Essex County	272,583.98	——	——	272,583.98
Everett	121,588.43	2,796.17	231.33	124,615.93
Fairhaven	——	15,006.82	792.75	15,799.57
Fall River	146,687.99	374.40	——	147,062.39
Falmouth	3,200.09	2,208.01	736.00	6,144.10
Fitchburg	50,779.36	5,728.76	1,695.88	58,204.00
Florida	——	205.09	——	205.09
Foxboro	5,572.41	2,207.36	777.71	8,557.48
Framingham	47,829.15	1,350.29	297.05	49,476.49
Franklin	1,622.64	2,332.46	487.30	4,442.40
Freetown	——	841.08	1,078.80	1,919.88
Freetown-Lakeville Regional	23,002.00	——	——	23,002.00
Frontier Regional	425.00	——	——	425.00
Gardner	1,843.15	6,253.71	2,969.00	11,065.86
Georgetown	——	2,269.46	245.24	2,514.70
Gill	——	465.89	97.00	562.89
Gloucester	53,921.60	1,756.10	811.08	56,488.78
Goshen	——	791.65	359.13	1,150.78
Grafton	——	8,002.27	1,349.88	9,352.15
Granby	——	3,373.60	366.79	3,740.39
Granville	——	3,251.00	624.91	3,875.91
Great Barrington	——	1,866.76	1,134.83	3,001.59
Greenfield	35,285.91	1,507.85	381.40	37,175.16
Groton	——	84.45	——	84.45
Groveland	——	2,664.55	227.89	2,892.44
Hadley	6,579.26	2,794.79	297.25	9,671.30
Halifax	——	531.55	137.50	669.05
Hamilton	——	367.66	35.25	402.91
Hampden	——	3,351.05	133.14	3,484.19
Hancock	——	1,202.85	292.00	1,494.85
Hanover	1,443.00	353.02	202.80	1,998.82
Hanson	——	3,045.95	1,381.00	4,426.95
Hardwick	——	2,303.70	823.25	3,126.95
Harvard	——	248.30	84.50	332.80
Harwich	1,406.05	1,808.35	1,137.50	4,351.90
Hatfield	——	2,533.18	626.50	3,159.68
Haverhill	142,995.02	869.68	889.18	144,753.88
Hawley	——	250.00	85.00	335.00
Heath	——	753.13	331.70	1,084.83
Hingham	912.71	2,791.59	1,089.45	4,793.75
Hinsdale	——	283.18	114.00	397.18
Holbrook	1,002.03	5,053.62	1,035.39	7,091.04
Holden	——	2,363.20	158.45	2,521.65
Holland	——	53.83	12.00	65.83
Holliston	——	1,687.60	409.32	2,096.92
Holyoke	111,213.41	2,901.79	97.40	114,212.60
Hopedale	——	949.35	589.50	1,538.85
Hopkinton	——	2,830.09	479.13	3,309.22
Hubbardston	——	1,846.70	1,122.58	2,969.28
Hudson	4,686.81	3,247.78	662.00	8,596.59
Hull	1,364.00	2,573.09	512.50	4,449.59
Huntington	——	1,908.41	2,848.10	4,756.51

City, Town, County or Region	Maintenance	Tuition	Transportation	Total
Narragansett Regional	9,073.98	—	—	9,073.98
Natick	—	4,208.42	701.01	4,909.43
Needham	—	5,574.45	764.25	6,338.70
New Bedford	232,795.89	1,715.35	1,316.65	235,827.89
New Braintree	—	591.40	—	591.40
Newbury	—	1,615.05	215.50	1,830.55
Newburyport	5,703.91	1,600.27	478.50	7,782.68
New Marlboro	—	143.80	202.50	346.30
New Salem	7,781.26	348.32	187.00	8,316.58
Newton	144,217.14	1,387.20	112.34	145,716.68
Norfolk	—	537.96	84.00	621.96
Norfolk County	189,662.74	—	—	189,662.74
North Adams	6,767.91	21.60	—	6,789.51
Northern Berkshire Reg.	106,906.92	—	—	106,906.92
Northampton	115,467.44	3,140.16	713.57	119,321.17
North Andover	—	2,029.81	673.90	2,703.71
North Attleboro	3,839.00	2,384.40	807.18	7,030.58
Northboro	—	2,053.51	439.78	2,493.29
Northbridge	12,226.79	8,309.00	2,774.50	23,310.29
North Brookfield	3,611.13	2,285.75	1,503.00	7,399.88
Northfield	—	547.90	253.50	801.40
North Reading	1,857.13	2,754.72	327.05	4,938.90
Norton	—	981.99	194.10	1,176.09
Norwell	476.50	309.62	104.40	890.52
Norwood	42,818.87	614.62	62.30	43,495.79
Oakham	—	142.60	—	142.60
Old Rochester Regional	912.00	—	—	912.00
Orange	—	19,829.05	7,512.90	27,341.95
Orleans	—	537.35	614.71	1,152.06
Otis	—	5.40	—	5.40
Oxford	—	6,380.44	1,411.80	7,792.24
Palmer	6,379.82	9,569.40	1,200.00	17,149.22
Paxton	—	1,121.82	311.00	1,432.82
Peabody	41,296.33	2,143.66	290.78	43,730.77
Pelham	—	875.85	188.50	1,064.35
Pembroke	—	968.65	24.50	993.15
Pepperell	—	437.52	198.40	635.92
Petersham	—	2,975.01	2,231.00	5,206.01
Phillipston	—	909.08	460.25	1,369.33
Pioneer Valley Regional	3,352.54	—	—	3,352.54
Pittsfield	160,588.11	1,981.84	465.87	163,035.82
Plainfield	—	214.20	89.58	303.78
Plainsville	—	242.90	103.50	346.40
Plymouth	1,235.38	1,243.10	185.50	2,663.98
Plympton	—	42.35	52.50	94.85
Princeton	—	272.91	86.50	359.41
Provincetown	12,397.42	—	—	12,397.42
Quincy	138,235.42	5,556.72	868.13	144,660.27

City, Town, County or Region	Maintenance	Tuition	Transportation	Total
Randolph	14,403.75	10,096.53	1,300.03	25,800.31
Raynham	----	1,418.54	----	1,418.54
Reading	1,840.30	4,263.65	851.70	6,955.65
Rehoboth	----	315.28	131.00	446.28
Revere	1,082.50	12,362.10	654.10	14,098.70
Richmond	----	3,831.36	319.85	4,151.21
Rochester	----	2,216.55	1,219.45	3,436.00
Rockland	1,456.34	543.00	7.65	2,006.99
Rockport	----	1,144.55	680.56	1,825.11
Rowley	----	2,337.35	1,128.63	3,465.98
Royalston	----	330.00	----	330.00
Russell	----	5,284.37	1,789.40	7,073.77
Rutland	----	2,595.38	965.80	3,561.18
Salem	53,684.49	1,304.13	178.23	55,166.85
Salisbury	----	3,151.93	1,271.00	4,422.93
Sandwich	----	290.50	153.48	443.98
Saugus	10,568.77	4,444.95	684.70	15,698.42
Scituate	3,255.74	893.32	5.00	4,154.06
Seekonk	----	651.25	----	651.25
Sharon	910.53	472.62	222.60	1,605.75
Sheffield	----	234.50	291.50	526.00
Shelburne	3,505.57	1,071.81	252.25	4,829.63
Sherborn	----	519.10	60.50	579.60
Shirley	----	2,875.15	1,170.00	4,045.15
Shrewsbury	----	9,903.93	739.48	10,643.41
Shutesbury	----	1,578.64	432.00	2,010.64
Silver Lake Regional	29,358.70	----	----	29,358.70
Somerset	1,709.82	1,251.55	23.48	2,984.85
Somerville	120,672.37	6,703.14	259.50	127,635.01
Southampton	----	4,511.72	1,649.53	6,161.25
Southboro	----	1,419.01	280.20	1,699.21
Southbridge	58,872.17	2,403.08	1,100.13	62,375.38
South Hadley	944.64	11,484.87	1,406.73	13,836.24
South Shore Regional	124,643.15	----	----	124,643.15
Southwick	----	7,610.10	2,690.97	10,301.07
Spencer	459.13	7,583.78	1,134.25	9,177.16
Springfield	402,385.69	----	----	402,385.69
Sterling	----	2,420.46	1,201.51	3,621.97
Stockbridge	4,478.00	483.22	135.70	5,096.92
Stoneham	----	5,395.06	777.73	6,172.79
Stoughton	1,514.35	6,808.48	1,457.30	9,780.13
Stow	----	468.43	180.50	648.93
Sturbridge	----	1,044.60	557.00	1,601.60
Sudbury	----	1,134.38	336.71	1,471.09
Sunderland	----	1,825.34	1,102.97	2,928.31
Sutton	----	2,075.37	366.90	2,442.27
Swampscott	1,083.50	956.98	157.98	2,198.46
Swansea	8,387.36	686.70	69.60	9,143.66
Tantasqua Regional	19,060.02	----	----	19,060.02
Taunton	40,663.34	430.35	63.00	41,156.69

City, Town, County or Region	Maintenance	Tuition	Transportation	Total
Templeton	---	1,206.44	390.00	1,596.44
Tewksbury	3,003.40	4,124.28	1,044.45	8,172.13
Topsfield	---	484.15	134.63	618.78
Townsend	---	695.47	300.00	995.47
Truro	70.00	480.52	---	550.52
Tyngsboro	---	1,391.13	---	1,391.13
Tyringham	---	22.00	79.50	101.50
Upton	---	2,033.94	787.50	2,821.44
Uxbridge	---	3,448.60	1,079.05	4,527.65
Wachusett Regional	14,912,15	---	---	14,912.15
Wakefield	1,900.95	3,579.50	666.49	6,146.94
Wales	---	1,118.85	403.00	1,521.85
Walpole	---	2,917.62	786.38	3,704.00
Waltham	118,911.76	1,018.59	137.23	120,067.58
Ware	477.50	9,112.45	3,141.49	12,731.44
Wareham	12,829.75	427.76	334.10	13,591.61
Warren	---	7,307.08	1,699.08	9,006.16
Warwick	---	503.13	564.10	1,067.23
Washington	---	105.00	---	105.00
Watertown	---	11,726.92	720.50	12,447.42
Wayland	---	3,160.94	718.76	3,879.70
Webster	24,024.54	5,552.84	1,383.35	30,960.73
Wellesley	4,286.41	2,514.58	257.48	7,058.47
Wellfleet	---	518.00	798.08	1,316.08
Wendell	---	2,601.57	648.00	3,249.57
Wenham	---	502.18	43.00	545.18
Westboro	---	359.84	33.00	392.84
West Boylston	---	1,944.47	387.20	2,331.67
West Bridgewater	6,150.32	1,973.04	693.45	8,816.81
West Brookfield	---	4,841.41	1,659.52	6,500.93
Westfield	131,550.09	6,605.64	523.20	138,678.93
Westford	---	988.15	189.10	1,177.25
Westhampton	---	2,640.90	1,044.87	3,685.77
Westminster	---	2,252.70	533.90	2,786.60
West Newbury	---	489.75	56.60	546.35
Weston	---	1,316.10	422.44	1,738.54
Westport	6,994.44	2,459.14	766.25	10,219.83
West Springfield	1,256.15	10,320.39	533.33	12,109.87
West Stockbridge	---	622.41	90.00	712.41
Westwood	2,642.14	1,201.99	109.72	3,953.85
Weymouth	110,882.35	3,655.16	739.85	115,277.36
Whatley	---	3,087.53	1,384.04	4,471.57
Whitman	---	4,563.37	1,500.38	6,063.75
Whitman-Hanson Regional	2,082.97	---	---	2,082.97
Wilbraham	---	8,720.84	521.90	9,242.74
Williamsburg	---	4,706.10	522.60	5,288.70
Williamstown	---	220.15	---	220.15
Wilmington	1,796.90	3,578.77	608.20	5,983.87
Winchendon	4,675.95	1,279.60	1,134.60	7,090.15

City, Town, County or Region	Maintenance	Tuition	Transportation	Total
Winchester	---	991.90	119.05	1,110.95
Windsor	---	197.60	203.20	400.80
Winthrop	---	1,508.67	154.13	1,662.80
Woburn	3,499.50	6,477.59	757.53	10,734.62
Worcester	429,900.58	205.58	---	430,106.16
Worthington	---	750.00	1,274.00	2,024.00
Wrentham	---	500.28	135.90	636.18
Yarmouth	1,427.25	1,821.72	1,009.50	4,258.47
TOTALS	6,678,480.46	897,932.91	222,024.21	7,798,437.58

TABLE NO. 5 - Earnings of Vocational Agricultural Pupils from Projects and other Supervised Farm Work.

A. Year Ending December 31, 1965

	PRODUCTIVE PROJECTS				IMPROVEMENT PROJECTS			FARM WORK EXPERIENCE (PLACEMENT)		
Net Enrollment	Pupil Hours	Receipts	Expenses	Labor Return	Number Projects	Pupil Hours	Value	Paid Hours	Amount Received	Unpaid Hours
1,231	35,304	159,754.91	119,406.52	47,659.33	357	12,385	24,159.39	773,199	815,581.84	184,205

Table No. 6 - Vital Statistics by Types of Schools and Departments for School Year Ending June 30, 1965.

1964 - 1965	ENROLLMENT 1	NUMBER OF NON-RESIDENTS 2	AVERAGE MEMBERSHIP 3	AVERAGE ATTENDANCE 4	NUMBER OF GRADUATES 5	WITHDRAWALS IN INDUSTRY TRAINED FOR 6	OTHER WITHDRAWALS 7
GROUP I 1a - BOYS' DAY INDUSTRIAL SCHOOLS							
Apponequet Regional	55	16	52.4	50.1	8	1	2
Arlington	134	34	119.5	111.2	18	—	23
Attleboro	165	15	154.9	140.2	52	—	19
Avon	29	1	25.2	22.9	3	—	5
Barnstable	137	53	113.9	106.5	28	6	23
Belmont	98	23	90.0	84.0	19	2	11
Beverly-Claude H. Patten	140	10	129.7	125.5	34	—	10
Boston	1222	113	1080.0	910.0	191	18	171
Brockton	128	50	113.1	102.7	22	3	16
Cambridge	96	—	62.0	53.0	14	—	25
Chicopee	242	25	195.7	173.5	47	37	13
Dartmouth	35	—	30.1	30.0	10	3	4
Dighton-Rehoboth Reg.	70	6	65.4	63.4	16	—	5
Everett	221	49	201.5	184.5	62	55	10
Fall River - Diman	343	9	320.5	309.7	74	59	33
Fitchburg	126	1	119.8	112.3	17	—	8
Framingham	105	35	93.7	87.9	22	—	10
Gloucester	137	7	123.6	114.6	37	3	14
Greenfield	210	115	188.9	173.2	44	5	29
Haverhill	521	227	499.1	469.4	85	3	30
Holyoke	228	65	194.7	179.3	28	13	53
King Philip Regional	68	15	65.5	62.5	7	1	3
Leominster	185	27	172.5	160.5	29	3	12
Lowell	330	30	295.0	290.5	88	18	14
Lynn Shoe	92	27	37.1	31.0	78	1	13
Lynn Trade	286	11	259.9	240.6	76	—	16
Malden	131	21	71.8	70.2	36	3	20
Marlboro	91	21	90.7	84.1	22	—	7
Medford - Weldon	228	47	200.7	178.8	51	—	36
Nantucket	23	—	23.0	22.5	7	—	—
New Bedford	527	136	481.8	459.3	86	6	40

GROUP I 1a - BOYS' DAY INDUSTRIAL SCHOOLS (CONTINUED)

	1	2	3	4	5	6	7
New Salem	38	38	32.9	31.3	10	--	7
Newton	271	98	237.9	218.5	56	10	45
North Adams - McCann	317	32	296.6	280.7	52	--	45
Northampton	255	151	236.0	223.0	43	--	39
Northbridge	20	1	13.7	12.6	--	5	2
Peabody	97	4	88.7	80.7	16	2	11
Pittsfield	333	24	307.0	288.2	100	1	24
Provincetown	31	4	30.2	27.8	10	--	2
Quincy	285	38	249.1	224.7	68	8	25
Randolph	29	1	24.1	21.7	4	1	5
Salem	104	4	97.7	93.6	26	--	9
Silver Lake Regional	67	2	66.0	61.4	13	--	4
Somerville	300	36	272.9	241.7	76	3	82
Southbridge - Cole	136	10	122.4	115.0	11	--	19
South Shore	213	27	188.1	179.8	52	2	21
Springfield	967	273	847.4	740.3	107	75	107
Swansea	18	--	16.3	15.4	6	--	4
Tantasqua Regional	60	2	55.0	47.9	--	3	7
Taunton	94	25	86.1	80.1	16	1	10
Waltham	257	18	220.0	207.5	76	1	34
Wareham	28	--	26.4	24.2	5	4	3
Webster - Bartlett	84	37	77.2	71.7	26	--	7
Westfield	226	39	221.0	208.0	23	--	17
Weymouth	306	38	265.2	248.7	60	5	38
Worcester	794	245	771.0	743.7	187	7	57
Total for type of school	11,738	2,336	10,520.6	9,692.1	2,354	368	1,299

GROUP I 1a^1 - BOYS' TRADE PREPARATORY SCHOOLS

Fitchburg	40	2	20.1	16.9	--	--	23
Leominster	43	16	23.3	18.3	--	--	28
Lynn	34	15	26.8	23.4	--	--	2
North Adams - McCann	47	--	32.7	27.1	--	--	28
Pittsfield	16	--	13.1	9.4	--	--	4
Waltham	84	18	42.6	30.9	--	--	59
Westfield	23	4	19.3	19.2	--	--	23
Total for type of school	287	55	177.9	145.2	--	--	167

GROUP I 1b - GIRLS' DAY INDUSTRIAL SCHOOLS

	1	2	3	4	5	6	7
Boston	321	37	273.0	244.0	49	--	51
Essex County	40	--	37.5	36.1	36	--	4
Fall River - Diman	65	1	45.6	41.0	25	15	15
Norwood - Peabody	111	85	101.5	96.3	68	--	10
Springfield	217	43	197.8	178.9	67	1	24
Worcester - Fanning	250	107	226.0	215.0	72	--	37
Total for type of school	1,004	273	881.4	811.3	317	16	141

GROUP I 1b^1 - GIRLS' TRADE PREPARATORY SCHOOLS

Boston	51	--	45.0	42.0	--	--	9
Fall River	25	3	10.0	10.0	--	--	6
Springfield	32	--	18.4	13.7	--	--	17
Total for type of school	108	3	73.4	65.7	--	--	32

GROUP I 1c - INDUSTRIAL DEPARTMENTS

Boston - Brighton	277	4	254.0	217.0	--	10	40
Charlestown	221	3	211.0	201.0	--	10	12
Dorchester	127	--	115.0	104.0	--	26	13
East Boston	72	2	71.0	71.0	--	10	2
Hyde Park	78	--	70.0	60.0	--	--	10
Roxbury	83	2	75.0	66.0	--	3	8
South Boston	60	--	54.0	49.0	--	--	7
Total for type of school	918	11	850.0	768.0	--	59	92

GROUP I 2a - PART-TIME COOPERATIVE TRADE SCHOOLS

Arlington	2	1	1.6	1.6	1	--	1
Beverly	45	19	43.9	42.8	17	1	1
Boston - Brighton	164	1	160.0	152.0	64	--	2
Charlestown	174	3	164.0	159.0	89	--	9
Dorchester	140	--	115.0	113.0	47	5	2
East Boston	40	--	39.7	39.0	--	--	--
Hyde Park	71	2	57.7	55.0	--	--	13
Roxbury	102	2	97.0	97.0	49	--	2
South Boston	73	1	63.0	58.0	26	--	15

GROUP I 2a - PART-TIME COOPERATIVE TRADE SCHOOLS (CONTINUED)

	1	2	3	4	5	6	7
Fitchburg	15	--	14.9	14.2	15	--	--
Haverhill	41	19	34.4	33.8	41	--	--
Holyoke	37	7	24.7	23.9	20	10	2
Newton	9	1	7.5	7.1	6	--	--
Northampton	21	--	18.0	16.0	--	--	--
Pittsfield	48	6	39.4	35.4	35	--	2
Southbridge	63	8	45.9	44.9	30	2	--
Springfield	131	45	55.5	52.1	113	--	--
Westfield	62	3	56.0	54.0	55	1	--
Total for type of school	1,238	118	1,038.2	998.8	608	19	49

GROUP I 2c^1 - EVENING INDUSTRIAL SCHOOLS (MEN)

	1	2	3	4	5	6	7
Apponequet Regional	31	12	19.1	18.6	--	--	19
Barnstable	67	24	29.7	18.4	--	--	50
Boston	716	108	534.0	408.0	--	--	246
Brockton	201	174	181.6	169.5	--	--	18
Chicopee	248	3	145.1	104.4	--	--	117
Dighton-Rehoboth Reg.	44	12	42.9	39.3	--	--	1
Fall River	114	26	83.4	71.9	--	--	50
Framingham	117	46	92.4	82.9	--	--	41
Greenfield	132	26	116.1	104.9	--	--	20
Haverhill	263	176	171.0	133.1	--	--	111
Holyoke	85	29	43.2	35.1	--	--	49
King Philip Regional	27	18	21.2	19.7	--	--	7
Lawrence	150	71	95.2	77.0	--	--	58
Leominster	105	70	63.9	51.0	--	--	33
Lowell	288	25	265.0	224.0	--	--	23
Lynn Shoe	140	103	75.2	58.9	--	--	--
Lynn Trade	335	140	249.5	206.7	--	--	62
Malden	44	14	26.2	23.4	--	--	22
Marlboro	25	2	22.1	19.0	--	--	3
Medford	88	29	50.3	33.9	--	--	53
New Bedford	546	271	363.3	310.2	--	--	280
Newton	104	38	68.2	53.3	--	--	31
North Adams - McCann	137	--	95.3	77.6	--	--	60
Northampton	41	18	36.0	34.0	--	--	5
Pittsfield	196	32	174.8	146.8	--	--	33
Provincetown	25	--	14.9	12.6	--	--	17
Quincy	276	126	169.4	133.9	--	--	131
Salem	15	5	9.9	6.8	--	--	4
Somerville	109	88	76.4	66.3	--	--	45
Southbridge	87	35	55.1	42.8	--	--	42
South Shore	137	59	93.3	75.9	--	--	52
Springfield	733	373	493.8	403.0	--	--	285
Taunton	41	7	30.0	25.0	--	--	12
Waltham	78	25	43.7	33.9	--	--	35
Webster	22	--	22.0	22.0	--	--	1

GROUP I 2c^1 - EVENING INDUSTRIAL SCHOOLS (MEN) (CONTINUED)

	1	2	3	4	5	6	7
Westfield	39	11	30.6	30.6	--	--	19
Weymouth	90	36	64.0	48.0	--	--	48
Worcester	980	332	729.0	617.0	--	--	327
Total for type of school	6,876	2,564	4,896.8	4,039.4	--	--	2,410

GROUP I 2c^2 - EVENING TRADE EXTENSION SCHOOL (WOMEN)

Worcester	70	12	63.9	61.7	--	--	8
Total for type of school	70	12	63.9	61.7	--	--	8

GROUP I 2d - EVENING APPRENTICESHIP SCHOOLS

Boston	1330	778	1092.2	903.5	--	--	218
Boston Journeyman	388	254	317.8	260.8	--	--	91
Brockton	118	52	71.4	49.2	--	--	62
Fitchburg	53	31	38.6	34.3	--	--	20
Haverhill	34	28	26.6	19.6	--	--	11
Holyoke	52	28	34.9	27.4	--	--	26
King Philip Regional	26	12	15.9	13.5	--	--	13
Lawrence	49	15	34.5	33.9	--	--	18
Leominster	15	14	11.1	8.9	--	--	9
Lowell	64	22	55.0	45.0	--	--	9
Lynn	193	117	148.8	122.9	--	--	20
Malden	12	2	11.8	11.8	--	--	--
Marlboro	17	9	12.3	8.1	--	--	7
Medford	119	95	54.0	37.6	--	--	65
Newton	49	42	42.5	32.4	--	--	4
Pittsfield	111	38	88.2	70.7	--	--	31
Quincy	58	30	44.7	38.0	--	--	14
Springfield	179	94	137.0	110.0	--	--	49
Taunton	26	20	13.8	8.9	--	18	--
Waltham	19	17	17.0	15.1	--	--	2
Weymouth	15	9	10.1	6.0	--	--	7
Worcester	115	44	92.0	73.0	--	--	21
Total for type of school	3,042	1,751	2,370.2	1,930.6	--	18	697

GROUP III 1a - DAY HOUSEHOLD ARTS SCHOOLS

	1	2	3	4	5	6	7
Cambridge	27	—	19.6	16.1	4	—	8
Everett	13	—	12.1	10.4	6	—	6
Fall River	33	—	29.5	25.8	—	—	2
Lowell	122	7	110.9	100.2	37	12	16
New Bedford	289	83	256.4	240.7	54	26	12
New Salem	23	22	20.3	18.5	4	2	2
Northampton	52	29	42.0	38.0	9	—	13
Springfield	72	11	63.0	56.4	—	1	10
Worcester	112	27	106.0	97.0	15	—	11
Total for type of school	743	179	659.8	603.1	129	41	80

GROUP III 1b - DAY HOUSEHOLD ARTS DEPARTMENTS

Adams	18	2	15.2	14.4	13	—	3
Apponequet Regional	14	—	12.5	11.7	—	—	2
Barnstable	30	—	28.9	26.3	15	—	2
Belchertown	21	2	20.0	19.3	—	—	—
Beverly	9	—	9.0	8.6	—	—	9
Bourne	19	—	19.0	13.7	4	—	—
Charlton	7	—	4.6	3.8	—	—	2
Dartmouth	32	—	29.3	29.3	5	—	2
Duxbury	15	—	13.0	13.0	2	—	2
Easton	21	—	20.2	14.0	—	—	—
Fall River	42	3	42.0	39.0	—	—	6
Falmouth	43	—	34.7	33.9	4	—	—
Foxboro	34	—	31.6	31.3	—	—	—
Hadley	9	—	8.1	8.1	—	—	1
Haverhill	72	—	66.2	59.7	9	2	6
Hudson	42	—	24.3	22.2	2	—	9
King Philip Regional	22	—	21.8	19.9	7	—	—
Lee	24	4	23.3	22.5	13	—	—
Marshfield	36	—	33.2	30.9	15	—	3
Narragansett Reg.	25	—	22.4	20.4	—	—	5
Newburyport	108	39	100.2	91.6	13	5	19
North Adams	27	4	23.3	22.2	—	—	5
Northbridge	34	—	30.4	28.7	3	—	4
North Brookfield	15	6	9.4	8.4	1	—	4
Palmer	44	—	42.9	40.8	—	1	1
Pittsfield	95	1	85.5	68.3	17	4	14
Provincetown	6	—	5.4	4.8	5	—	1
Salem	62	—	54.1	54.1	—	1	3
Saugus	23	—	23.0	21.2	4	1	1
Scituate	21	—	19.8	16.8	2	—	—
Silver Lake Reg.	19	—	16.0	14.7	—	—	4
Somerville	63	—	45.8	43.8	2	—	16
Tewksbury	31	—	31.0	24.8	—	—	—
Wachusett Regional	27	—	27.0	25.9	—	—	—

GROUP III 1b - DAY HOUSEHOLD ARTS DEPARTMENTS (CONTINUED)

	1	2	3	4	5	6	7
Wareham	25	--	24.3	22.1	4	--	1
West Bridgewater	30	--	27.4	25.3	--	--	5
Westport	37	--	31.5	28.9	--	9	15
Winchendon	59	1	53.1	49.4	7	7	3
Total for type of school	1,261	62	1,129.4	1,033.8	147	30	148

GROUP III 3 - EVENING PRACTICAL ART SCHOOLS

Abington	113	4	86.3	66.9	--	--	--
Adams	112	--	93.3	78.9	--	--	--
Agawam	303	10	267.7	221.3	--	--	--
Amherst-Pelham Reg.	164	13	144.0	128.0	--	--	--
Andover	200	13	195.0	180.0	--	--	--
Apponequet Reg.	106	20	86.2	65.6	--	--	--
Arlington	799	16	717.2	556.8	--	--	--
Athol	171	--	147.0	116.0	--	--	--
Auburn	217	--	181.0	181.0	--	--	--
Ayer	81	4	47.7	38.4	--	--	--
Barnstable	293	17	221.2	161.1	--	--	--
Bedford	398	31	398.0	349.0	--	--	--
Belmont	213	3	188.7	150.7	--	--	--
Beverly	355	45	275.9	247.9	--	--	--
Billerica	225	--	161.2	127.1	--	--	--
Boston	1524	--	1273.0	1030.0	--	--	--
Bourne	123	--	109.0	89.7	--	--	--
Braintree	187	--	175.0	166.0	--	--	--
Bridgewater	61	--	47.5	39.3	--	--	--
Brockton	359	30	272.2	236.1	--	--	--
Brookline	1070	52	722.9	600.1	--	--	--
Burlington	203	--	202.0	188.6	--	--	--
Cambridge	261	1	227.0	158.0	--	--	--
Canton	342	5	283.0	226.0	--	--	--
Chatham	113	8	94.9	73.5	--	--	--
Chelmsford	280	8	280.0	198.0	--	--	--
Chicopee	848	14	692.5	588.9	--	--	--
Concord-Carlisle Reg.	523	42	490.3	430.3	--	--	--
Danvers	405	17	352.0	316.0	--	--	--
Dartmouth	184	--	182.0	173.0	--	--	--
Douglas	20	--	13.7	13.6	--	--	--
Dover	29	1	30.0	24.0	--	--	--
Duxbury	78	5	63.0	50.3	--	--	--
East Bridgewater	204	--	147.0	85.4	--	--	--
Easthampton	332	28	286.4	243.0	--	--	--
East Longmeadow	72	5	57.6	44.6	--	--	--
Easton	105	1	93.3	74.2	--	--	--
Essex	115	35	104.0	88.9	--	--	--
Essex County	1747	--	1496.0	1265.0	--	--	--
Everett	158	--	132.8	119.7	--	--	--
Fall River	460	10	169.0	169.0	--	--	--
Falmouth	95	--	75.1	75.0	--	--	--
Foxboro	181	22	174.0	174.0	--	--	--
Franklin	243	9	177.4	148.9	--	--	--

GROUP III 3 - EVENING PRACTICAL ART SCHOOLS

	1	2	3	4	5	6	7
Frontier Regional	92	6	81.9	60.7	—	—	—
Gardner	408	36	271.0	271.0	—	—	—
Gloucester	198	—	150.6	118.3	—	—	—
Greenfield	161	10	138.3	105.2	—	—	—
Hadley	38	2	32.1	30.0	—	—	—
Hanover	190	23	168.2	139.6	—	—	—
Harwich	173	28	125.3	88.0	—	—	—
Haverhill	173	46	148.0	137.0	—	—	—
Hingham	134	—	126.9	116.1	—	—	—
Holbrook	125	10	110.6	92.3	—	—	—
Holyoke	638	82	476.4	393.1	—	—	—
Hudson	122	—	106.5	98.4	—	—	—
Hull	207	—	153.0	127.0	—	—	—
King Philip Reg.	146	21	138.4	127.2	—	—	—
Lawrence	665	100	482.0	428.7	—	—	—
Lenox	22	—	19.0	15.0	—	—	—
Leominster	417	75	333.9	248.8	—	—	—
Lexington	428	14	386.6	304.7	—	—	—
Lowell	557	42	385.9	332.2	—	—	—
Lunenburg	112	7	95.0	67.9	—	—	—
Lynn	647	35	511.0	418.0	—	—	—
Mahar, Ralph C., Reg.	69	4	34.4	30.7	—	—	—
Manchester	84	—	73.1	64.8	—	—	—
Medfield	66	—	57.0	50.1	—	—	—
Medford	715	1	540.6	458.7	—	—	—
Melrose	288	—	279.0	271.0	—	—	—
Methuen	195	—	159.6	133.2	—	—	—
Middleboro	26	—	26.0	19.7	—	—	—
Milford	250	—	213.6	200.9	—	—	—
Millis	53	—	37.1	31.1	—	—	—
Milton	244	—	195.0	191.6	—	—	—
Montague	141	45	101.0	94.0	—	—	—
Narragansett	64	7	57.4	45.6	—	—	—
New Bedford	1324	269	1045.9	832.1	—	—	—
Newton	702	26	564.9	422.9	—	—	—
North Adams	234	93	228.0	228.0	—	—	—
Northampton	107	32	92.0	89.0	—	—	—
North Attleboro	361	35	361.0	325.0	—	—	—
Northbridge	62	—	49.8	44.8	—	—	—
North Reading	219	17	171.8	134.2	—	—	—
Norwell	104	—	95.0	86.2	—	—	—
Norwood	326	16	296.4	240.2	—	—	—
Old Rochester Reg.	60	—	53.7	49.5	—	—	—
Palmer	116	—	89.0	71.0	—	—	—
Pioneer Valley Reg.	59	14	46.5	34.9	—	—	—
Pittsfield	473	53	390.1	334.8	—	—	—
Plymouth	244	3	187.2	162.5	—	—	—
Provincetown	36	—	25.2	20.8	—	—	—
Quincy	958	—	849.4	707.4	—	—	—
Randolph	258	—	233.7	187.8	—	—	—
Reading	155	—	149.8	130.2	—	—	—
Revere	131	—	106.9	91.2	—	—	—
Rockland	209	—	140.8	109.7	—	—	—
Salem	316	53	294.6	240.6	—	—	—

GROUP III 3 - EVENING PRACTICAL ART SCHOOLS

	1	2	3	4	5	6	7
Saugus	390	--	268.7	210.9	--	--	--
Scituate	37	--	22.5	18.7	--	--	--
Sharon	143	--	72.2	53.3	--	--	--
Shelburne	93	58	82.9	67.5	--	--	--
Silver Lake Reg.	117	--	99.9	87.3	--	--	--
Somerset	185	6	168.6	83.9	--	--	--
Somerville	497	--	450.7	415.6	--	--	--
Southbridge	146	13	105.2	81.8	--	--	--
South Hadley	206	--	181.4	138.1	--	--	--
Spencer	50	3	30.9	24.6	--	--	--
Springfield	2492	453	1975.0	1638.5	--	--	--
Stoughton	214	--	176.0	128.0	--	--	--
Swampscott	142	--	129.8	100.7	--	--	--
Swansea	182	25	163.1	142.1	--	--	--
Taunton	394	52	345.8	299.9	--	--	--
Tewksbury	198	--	190.4	165.7	--	--	--
Truro	23	--	20.0	18.0	--	--	--
Wakefield	280	32	277.7	237.4	--	--	--
Waltham	537	--	418.9	342.5	--	--	--
Ware	55	--	44.0	38.0	--	--	--
Wareham	100	--	79.6	69.1	--	--	--
Webster	96	26	79.1	72.9	--	--	--
Wellesley	614	96	582.7	472.3	--	--	--
West Bridgewater	79	7	79.0	72.5	--	--	--
Westfield	609	50	526.0	519.4	--	--	--
Westport	116	--	107.3	88.3	--	--	--
West Springfield	186	1	147.8	140.9	--	--	--
Westwood	315	--	265.3	204.3	--	--	--
Weymouth	534	--	498.8	476.2	--	--	--
Whitman-Hanson Reg.	327	--	285.0	254.0	--	--	--
Wilmington	193	10	166.0	164.3	--	--	--
Winchendon	51	7	48.2	36.0	--	--	--
Woburn	397	--	351.0	301.8	--	--	--
Worcester	1151	267	822.6	695.5	--	--	--
Yarmouth	122	19	91.0	75.0	--	--	--
Total for type of School	39,645	2,799	32,672.2	27,546.2	--	--	--

GROUP IV 1a - DAY AGRICULTURAL SCHOOLS

	1	2	3	4	5	6	7
Bristol County	198	35	188.3	175.9	26	--	21
Essex County	306	58	280.4	265.7	55	--	47
New Salem	38	38	30.3	27.8	5	--	11
Norfolk County	271	35	191.0	176.2	40	--	19
Northampton	27	23	25.0	24.0	7	--	2
Total for type of school	840	189	715.0	669.6	133	--	100

GROUP IV 1b - DAY AGRICULTURAL DEPARTMENTS

	1	2	3	4	5	6	7
Barnstable	13	1	11.7	10.5	1	--	3
Boston	85	7	78.0	75.0	18	--	10
Charlton	9	2	7.0	6.5	--	--	2
Hadley	31	--	31.0	27.9	4	--	--
Narragansett Reg.	41	12	40.0	38.4	9	--	9
North Brookfield	28	12	26.2	21.8	1	--	5
Pioneer Valley Reg.	28	2	25.7	24.1	5	--	4
Shelburne	13	8	11.0	11.0	1	--	3
Silver Lake Reg.	31	--	29.0	27.0	5	--	2
Stockbridge	25	--	23.7	22.5	--	--	2
Wachusett Reg.	33	6	32.2	29.7	6	--	1
Westport	19	--	17.7	15.9	6	--	2
Worcester	35	17	32.1	31.0	2	--	6
Total for type of school	391	67	365.3	341.3	58	--	49

GROUP IV 3 - EVENING AGRICULTURAL SCHOOLS

	Enrolled	Owner Operator	Renter Operator	Number in Partnership	Farm Managers	Farm Employees	Other
Barnstable	39	--	--	--	--	--	39
Bristol County	59	4	2	4	--	2	47
Essex County	48	2	--	--	--	33	13
Narragansett Reg.	14	1	--	2	--	--	11
Wachusett Reg.	17	8	--	2	--	6	1
Westport	21	11	--	9	1	--	--
Total for type of school	198	26	2	17	1	41	111

GROUP V 1a - PART-TIME COOPERATIVE DISTRIBUTIVE OCCUPATIONS SCHOOLS

	1	2	3	4	5	6	7
Beverly	21	--	20.1	19.2	--	--	2
Boston	114	2	108.0	100.0	84	1	11
Braintree	16	--	16.0	14.4	16	--	--
Brockton	36	--	28.7	26.2	22	--	4
Chicopee	60	--	60.0	57.0	--	14	22
Essex County	23	--	22.0	21.0	--	--	--
Fitchburg	28	--	28.0	28.0	28	--	--
Lowell	20	4	17.0	17.0	20	--	--
Malden	22	--	20.8	20.7	--	--	--
Medford	41	--	39.1	37.1	38	--	3
Melrose	18	--	18.0	16.9	18	--	--
Peabody	60	--	60.0	60.0	--	--	2
Pittsfield	18	--	15.2	14.1	14	1	3
Quincy	16	--	16.0	16.0	16	--	--

GROUP V 1a - PART-TIME COOPERATIVE DISTRIBUTIVE OCCUPATIONS SCHOOLS (CONTINUED)

	1	2	3	4	5	6	7
Salem	25	--	24.0	24.0	24	--	1
Saugus	13	--	13.0	12.1	13	--	--
Somerville	16	--	15.0	14.0	16	--	--
Springfield	32	4	26.4	23.6	14	1	6
Waltham	24	--	22.0	20.0	23	1	--
Weymouth	20	--	19.0	19.0	--	1	--
Total for type of school	623	10	588.3	560.3	346	19	54

GROUP V 3 - EVENING DISTRIBUTIVE OCCUPATIONS SCHOOLS

Boston	1243	77	1195.0	1086.0	--	--	48
Malden	64	--	64.0	64.0	--	--	--
Pittsfield	77	--	77.0	77.0	--	--	--
Total for type of school	1384	77	1336.0	1227.0	--	--	48

GROUP VI 1 - DAY PRACTICAL NURSING SCHOOLS

Boston	130	13	76.0	74.0	43	--	12
Essex County	76	--	68.0	66.0	35	--	8
Fall River	58	37	49.8	47.2	47	--	11
Holyoke	12	2	10.6	10.2	--	--	2
Lawrence	44	28	37.8	36.9	36	--	14
Lowell	44	11	40.7	38.8	13	--	8
North Adams	28	8	21.7	20.2	17	--	11
Northampton	24	14	20.0	19.0	24	--	--
Norwood	54	42	19.9	18.3	16	--	14
Pittsfield	39	19	31.6	30.0	6	--	10
Springfield	192	93	108.3	104.9	128	--	25
Taunton	70	35	41.8	40.6	31	--	5
Worcester	180	87	149.0	147.0	107	--	26
Total for type of school	951	389	675.2	653.1	503	--	146

GROUP VI 2 - EVENING PRACTICAL NURSING SCHOOLS

Fall River	20	3	18.0	16.0	--	--	2
North Adams - McCann	10	6	10.0	7.3	--	--	1
Springfield	100	56	91.0	76.9	--	--	9
Worcester	43	25	28.3	28.3	--	--	17
Total for type of school	173	90	147.3	128.5	--	--	29

GROUP VII 1-DAY AREA VOCATIONAL-TECHNICAL SCHOOLS

	1	2	3	4	5	6	7
Arlington	53	29	48.2	44.7	13	3	4
Beverly	20	1	19.0	18.3	--	--	1
Boston	52	3	49.0	49.0	--	--	13
Fall River	15	2	14.7	14.3	4	3	1
Leominster	78	5	71.5	65.8	19	--	8
Lynn	41	--	38.5	35.8	8	--	3
Marlboro	51	15	42.9	39.8	8	2	10
Medford	72	12	67.3	62.3	33	--	10
New Bedford	26	7	24.1	23.1	13	--	--
Newton	11	7	10.8	10.3	3	1	--
Pittsfield	196	3	195.3	186.4	51	--	1
Quincy	13	1	12.0	11.2	5	--	--
South Shore	17	5	17.0	16.1	7	--	5
Springfield	217	103	186.4	171.6	52	--	47
Weymouth	67	5	60.5	57.1	12	1	4
Worcester	151	76	133.8	128.9	51	--	22
Total for type of school	1080	274	991.0	934.7	279	10	129

GROUP VII 2 - EVENING AREA VOCATIONAL-TECHNICAL SCHOOLS

Fall River	16	5	11.6	10.1	--	--	6
Framingham	85	52	61.9	50.3	--	--	47
Leominster	49	11	26.8	21.8	--	--	31
Lynn	79	33	61.3	51.2	--	--	13
Medford	37	14	23.2	15.2	--	--	21
New Bedford	37	14	27.3	24.2	--	--	14
Pittsfield	82	12	79.4	62.6	--	--	3
Quincy	99	39	86.0	70.3	--	--	40
South Shore	40	14	31.5	26.6	--	--	14
Springfield	51	18	43.3	35.4	--	--	7
Waltham	16	8	7.5	5.6	--	--	12
Westfield	28	6	26.0	23.9	--	--	7
Worcester	69	36	59.0	51.0	--	--	18
Total for type of school	688	262	544.8	448.2	--	--	233

GRAND TOTALS

	1	2	3	4	5	6	7
Boys' Day Industrial	11,738	2,336	10,520.6	9,692.1	2,354	368	1,299
Boys' Trade Preparatory	287	55	177.9	145.2	----	----	167
Girls' Day Industrial	1,004	273	881.4	811.3	317	16	141
Girls' Trade Preparatory	108	3	73.4	65.7	----	----	32
Industrial Departments	918	11	850.0	768.0	----	59	92
Part-time Cooperative Trade Schools	1,238	118	1,038.2	998.8	608	19	49
Men's Eve. Industrial	6,876	2,564	4,896.8	4,039.4	----	----	2,410
Evening Trade Extension (Women)	70	12	63.9	61.7	----	----	8
Evening Apprenticeship	3,042	1,751	2,370.2	1,930.6	----	~~18~~	697
Day Household Arts Sch.	743	179	659.8	603.1	129	41	80
Day Household Arts Departments	1,261	62	1,129.4	1,033.8	147	30	148
Evening Practical Art	39,645	2,799	32,672.2	27,546.2	----	----	----
Day Agricultural Schools	840	189	715.0	669.6	133	----	100
Day Agricultural Depts.	391	67	365.3	341.3	58	----	49
Evening Agricultural Schools	198	----	----	----	----	----	----
Part-time Cooperative Distributive Occupations Schools	623	10	588.3	560.3	346	19	54
Evening Distributive Occupations Schools	1,384	77	1,336.0	1,227.0	----	----	48
Day Practical Nursing	951	389	675.2	653.1	503	----	146
Evening Practical Nursing	173	90	147.3	128.5	----	----	29
Day Area Vocational-Technical Schools	1,080	274	991.0	934.7	279	10	129
Evening Area Vocational-Technical Schools	688	262	544.8	448.2	----	----	233
GRAND TOTALS	73,258	11,521	60,696.7	52,658.6	4,874	580	5,911

Table 7 - Federal Vocational Education Funds

Receipts and Expenditures

Balance - July 1, 1964 - George Barden Funds			4,901.54
Receipts: 1964-65			
Smith-Hughes Funds		179,461.00	
George Barden		821,707.46	
Vocational Act of 1963		2,707,150.00	3,708,318.46
TOTAL AVAILABLE			3,713,220.00
Expended:			
Smith-Hughes Funds			
Agriculture	46,955.00		
Home Economics	10,496.75		
Trade & Industry	93,175.25		
Teacher Training	28,834.00	179,461.00	
George Barden Funds			
Agriculture	40,000.00		
Dist. Occupations	70,850.00		
Home Economics	122,251.00		
Trade & Industry	243,623.13		
Fisheries	3,474.00		
Health	83,309.00		
Technical	249,928.00	813,435.13	
Vocational Act 1963 Funds			
Secondary	1,360,113.99		
Post-Secondary	144,500.42		
Adult	1,680.00		
Special Needs	8,270.00		
Construction	792,480.00		
Ancillary Services	70,396.59		
Work Study	280,036.50	2,657,499.50	
TOTAL EXPENDED			3,650,373.63
BALANCE - JUNE 30, 1965			62,846.37
STATE AND LOCAL MATCHING FUNDS			12,993,421.00

Table No. 8 Statistics of Teacher-Training from July 1, 1965 to June 30, 1966
(Roman Numerals refer to Divisions)

Types of Service	Number admitted to class	Number of different subjects taught (or intended by those completing course)	Length of course - clock hours	Number employed as teachers subject to Teacher-Training requirement	Number completing the course
1	2	3	4	5	6
Group I. Agriculture					
Teacher-Training	31	31	1405	10	31
Professional Improvement	216	45	129	19	220
Group II. Trade and Industry					
Teacher-Training	611	65	2650	96	535
Professional Improvement	614	43	250	-	481
Supervisory Training	538	14	614	-	440
Group III. Day Household Arts and Industrial					
Teacher-Training	10	3	60	5	10
Professional Improvement	78	15	60	-	62
Group IV. Evening Practical Art (Women)					
Teacher-Training	129	24	390	69	121
Professional Improvement	179	11	120	-	170

1	2	3	4	5	6
Group V. Distributive Education					
Teacher-Training	17	1	60	1	17
Professional Improvement	23	1	30	-	19
Group VI. Practical Nursing					
Teacher-Training	16	4	60	12	16
Professional Improvement	30	1	30	-	19

Table No. 9 - Number of Different Minors 14 to 16 Years of Age, Who Within the Calendar Year Jan. 1 to Dec. 31, 1965 were Employed while Schools were in Session, as per Returns.

POPULATION State Census, 1965	Number of Minors 7 to 16 Years of Age October 1, 1965			Total Number of Different minors Employed full-time within the Town (City) under Authority of employment permits and home permits as reported by the Town (City)		
	In registration of minors	In public school membership	In private school membership	Boys	Girls	Total
5,295,281	905,841	705,100	192,030	177	151	328